Washington State Board of Education

Basic Education Assistance Report



Pat Eirish, Manager Research and Assistance Program

March 2003

Time and Learning

Creating time to implement identified goals and time to devote to curriculum improvement and alignment with the Essential Academic Learning Requirements has been an on-going challenge for schools in Washington State. Professional decision-making responsibilities take time to accomplish.

School districts and schools are continually looking for ways to structure the school day to provide more time for whole staff consulting and collaborative planning for professional improvement. The end goal of all educators is the improvement of student learning. The challenge facing schools is how to create time to maximize student learning while addressing increased expectations for school programs.

Schools are challenging the paradigm of time by examining all the variables that impact the way in which students are currently educated. Time can be a powerful ally, if used as an adjustable resource, by providing more and better learning opportunities for all students to think and act creatively and to improve the business of education for all of Washington State's students.

The Washington State Board of Education (SBE) has long been committed to increased student achievement and believes that the restructuring/reinvention of the education system will result in success for all Washington State students. To this end, the Board recognizes that school district administrators, school district board members, teachers and staff, parents, community leaders, and students will be the catalysts for reinventing the learning process for Washington's students.

To aid in the process of improving student learning through restructuring, the State Board of Education took a very active role by providing a tool to the education system. This tool was the introduction of House Bill 1224 submitted to the 54th Legislature in the 1995 Regular Session.

House Bill 1224 (Chapter 208, Laws of 1995) added a new section to Chapter 28A.630 RCW. Under this new section, the State Board of Education and the Office of Superintendent of Public Instruction may grant waivers to school districts from the provisions of statutes or rules relating to: the length of the school year, student-to-teacher ratios; and other administrative rules that may need to be waived in order for districts to implement a plan for restructuring its educational program or the educational program of individual schools within the district. Chapter 180-18 – Waivers for Restructuring Purposes provides the process to obtain such waivers.

Many schools over the last few years have been adjusting their use of existing time in the school day through the use of waivers granted by the State Board of Education. The following pages report the processes and documentation regarding waivers that are currently available from the State Board of Education.

In addition, listed are some of the benefits schools report having received through their implementation of these waivers. The most important benefit is <u>improved student</u> <u>learning</u> and, of course, quality, uninterrupted time for educators to implement identified goals, align curriculum with state guidelines for instruction and assessment, and to work on school improvement plans.

Also, included with this report is information regarding Basic Education Approval and requirements that schools must meet in the 2003-2004 school year. One in particular that school districts will need to note is the requirement to assure the State Board of Education that each school in their district has a school improvement plan or process in place. This assurance will be through FORM 1497 for the 2003-2004 school year.

The information contained in this publication will be posted on the State Board of Education website at www.sbe.wa.us. If you have any questions regarding the contents of this document, please contact:

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March 2003



CERTIFICATION OF ENROLLMENT

HOUSE BILL 1224

54th Legislature 1995 Regular Session

Passed by the House April 18, 1995 Yeas 93 Nays 0

Speaker of the

House of Representatives

Passed by the Senate April 4, 1995

Yeas 44 Nays 0

President of the Senate

Approved

CERTIFICATE .

I, Timothy A. Martin, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is HOUSE BILL 1224 as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

Governor of the State of Washington

Secretary of State State of Washington

HOUSE BILL 1224

AS AMENDED BY THE SENATE

Passed Legislature - 1995 Regular Session

State of Washington

54th Legislature

1995 Regular Session

By Representatives Brumsickle, Cole, Silver and Carlson; by request of Board of Education and Superintendent of Public Instruction

Read first time 01/18/95. Referred to Committee on Education.

AN ACT Relating to educational waivers; and adding a new section to chapter 28A.630 RCW.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. A new section is added to chapter 28A.630 RCW to read as follows:

- (1) The state board of education, where appropriate, or the superintendent of public instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to: The length of the school year; student-to-teacher ratios; and other administrative rules that in the opinion of the state board of education or the opinion of the superintendent of public instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district.
- (2) School districts may use the application process in RCW 28A.305.140 or 28A.300.138 to apply for the waivers under subsection (1) of this section.
- (3) The joint select committee on education restructuring shall study which waivers of state laws or rules are necessary for school districts to implement education restructuring. The committee shall study whether the waivers are used to implement specific essential academic learning requirements and student learning goals. The committee shall study the availability of waivers under the schools for the twenty-first century program created by chapter 525, Laws of 1987, and the use of those waivers by schools participating in that program. The committee shall also study the use of waivers authorized under RCW 28A.305.140. The committee shall report its findings to the legislature by December 1, 1997.

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Minimum Basic Education Requirements and Approval

FORM 1497 Survey of School Districts regarding: Culminating Projects, High School Plus Plans, and Performance-Based Credit RCWs 28A.150.200, 28A.150.205, 28A.150.210, 28A.150.220 WAC 180-18-030

School Improvement Plan/Process and Accreditation

Frequently Asked Questions
WACs 180-16-002, 180-16-195, 180-16-220, 180-16-227, 180-18-010, 180-55-005, 180-55-015, 180-55-020, 180-55-034, 180-55-150
List of Repealed WACs

Annualized High School Credit Definition Waivers

RCW 28A.230.090 and WACs 180-51-050, 180-51-100

180-Day Waivers

WACs 180-18-010, 180-18-040, 180-18-050, 180-18-060

School-Day-As-Related to the Teacher Waivers

WAC 180-44-050

Out-of-Endorsement Assignment Waivers

WACs 180-82-105, 180-82-110, 180-82-135 Related Endorsement Assignment Chart

<u>Alternative High School Graduation Requirements</u> <u>High School Credit Awarded on Basis of Competencies</u>

WAC 180-18-055 WAC 180-51-050 Page Two
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Substantial Lack of Classroom Space

WAC 180-16-225

Balanced Learning Calendars

WAC 180-27-505

Remote and Necessary Schools

WACs 180-24-400, 180-24-410, 180-24-415

Minimum Basic Education Requirement Compliance

Reporting on the Minimum Basic Education Requirement Compliance FORM OSPI 1497 gives assurance to the State Board of Education that school districts are in compliance with the minimum requirements of the Basic Education Act, as well as several other provisions. (See attached.)

On September 1, 2000, several modifications of the basic education requirements took place due to repeals/amendments of statutes associated with implementation of a performance-based education system. The revised two-page form replaced the 23-page Application for Entitlement to Basic Education Funding-FORM OSPI M-808. This revised form greatly reduced time and effort as well as paperwork for schools and district offices.

School districts are required to complete FORM 1497 and mail one copy, by mid November, with original signatures of the local school superintendent and board chair, to the State Board of Education, Basic Education Assistance Program. FORM 1497 can be found on the SBE website at www.sbe.wa.us.

Currently, the following requirements remain in statute and will continue to be reported to the State Board of Education. (See corresponding RCWs and WACs.)

 Instructional Hour Offerings-RCW 28A.150.205, RCW 28A.150.220(1), and WAC 180-18-030

Kindergarten offerings of 450 hours Grades 1-12 offerings of a district-wide annual average of 1,000 hours linked to the essential academic learning requirements and other district-determined subjects/activities

"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions of class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.

Currently, for the purpose of calculating instructional hour offering minimum requirements, the State Board of Education refers school districts to RCW 28A.150.205.

Minimum Basic Education Requirement Compliance Page Two

 K-3/4-12 Students to Classroom Teacher Ratio-RCW 28A.150.250 and WAC 180-16-210

The district ratio of FTE classroom students to FTE classroom teachers in grades K-3 is no greater than the district ratio of FTE classroom students to FTE classroom teachers in grades 4 and above.

• Minimum 180-Day School Year-RCW 28A.150.220(3) and WAC 180-16-215

The 180-day program is accessible to all legally eligible students, including students with disabilities five years of age and under 21 years of age who have not completed high school graduation requirements.

 Current and Valid Certificates-RCW 28A.400.100 and RCW 28A.410.025, WAC 180-16-220

All school district employees serving in positions requiring a professional education teacher or administrative permit, certificate, or credential **DO** hold a valid permit, certificate, or credential.

The following were REPEALED effective September 1, 2000:

 <u>Classroom Teacher Contact Hour Requirement</u>-RCW 28A.150.260 and WAC 180-16-205

The average annual classroom contact hours for each average annual full-time equivalent certificated classroom teacher employed by a school district shall be no less than 25 hours per week.

• Self-Study Process by School Districts-RCW 28A.320.200 and Chapter 180-53

Each school district board of directors shall develop a schedule and process by which each public school within its jurisdiction shall undertake self-study procedures on a regular basis.

Repeal of the statutory self-study requirement does **NOT** affect the rules of the State Board of Education, which permit the self-study option for schools seeking accreditation. Only if the State Board of Education changes its rules would this current option be affected. (The other current accreditation option is through the Northwest Association of Schools, Colleges, and Universities.)

Minimum Basic Education Requirement Compliance Page Three

On FORM 1497 for the 2002-2003 school year, several supplemental questions were asked of school districts. Those three questions were:

1. Have high schools in your district currently implemented a culminating project graduation requirement?

150 school districts responded that they either are in progress or have implemented a project -60%.

2. Have high schools in your district currently implemented a high school education plan requirement?

145 school districts responded that they either are in progress or have implemented a high school education plan -58%.

3. Have schools in your district awarded credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities.

77 school districts responded that they either are in progress or have implemented performance-based credit -31%.

See attached detailed listing of school districts and their responses to each question.

In looking at these statistics, keep in mind that there are 296 school districts in the state. Forty-seven of them are non-high districts; therefore, those are not included in the calculations.

Attachments

School Year 2002-2003

The following three questions were asked on the FORM 1497. Responses from school districts are listed below.

- 1) Have high schools in your district currently implemented a culminating project graduation requirement?
- 2) Have high schools in your district currently implemented a high school education plan requirement?
- 3) Have schools in your district awarded credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities?

School District	Currently Implementing a Culminating Project	Currently Implementing a High School Education Plan	Currently Implementing Performance-based Credit
Aberdeen	No	No	No
Adna	Adna Middle/High Schools	Adna Middle/High Schools	No
Almira			Almira/Coulee-Hartline High Sch
Anacortes	Anacortes High School	Anacortes High School	No
Arlington	Arlington High School Weston High School	Arlington HighSchool	No
Asotin-Anatone	Asotin High School	Asotin High School	No
Auburn	No	No	No
Bainbridge	No	No	No
Battleground	No	No	No
Bellevue	No	No	No
Bellingham Benge	(In process) Adopted Policy Grades K-6 District	(In process) Adopted Policy	No
Bethel	No	Challenger Secondary School	Challenger Secondary School
Bickleton	(In process)	Bickleton High School	No
Blaine	No	No	No
Boistfort	Grades K-8 District		
Bremerton	Bremerton Junior High School Bremerton High School	Bremerton Junior High School Bremerton High School	Renaissance High/Middle Sch.
Danisatas	Renaissance High/Middle Sch.	Renaissance High/Middle Sch.	No
Brewster	No Bridgenest High Sebasi	No Bridgeport High School	Aurora High School
Bridgeport	Bridgeport High School Grades K-8 District	Bridgeport High School	Autora riigii School
Brinnon		Budinatan Edisan	Burlington Edison
Burlington-Edison	Burlington-Edison	Burlington-Edison	No
Camas	Camas High School	No Clallem Boy High School	0
Cape Flattery	No	Clallam Bay High School	
Carbonado Cascade	Grades K-8 District Cascade High School	Cascade High School	Cascade High School Cascade Discovery Program Cascade Extended Learning Prog.
Cashmere	Cashmere High School	Cashmere High School	No
Castle Rock	(In progress)	Castle Rock High School	Castle Rock High School
Centerville	Grades K-8 District		
Central Kitsap	No	No	No
Central Valley	Central Valley High School University High School	Central Valley High School University High School	Central Valley High School University High School
Centralia	Centralia High School	Centralia High School	Centralia High School
Chehalis	No	W. F. West High School	No
Cheney	Cheney High School	Cheney High School	Cheney Alternative High School
Chewelah	Jenkins High School	Jenkins High School	Jenkins High School
	Homelink Academy Chewelah Alternative High Sch	Homelink Academy Chewelah Alternative High Sch	Homelink Academy Chewelah Alternative High School

Chimacum	No	No	No
Clarkston	Clarkston High School	Clarkston High School	Clarkston High School
Cle Elum-Roslyn	Cle-Elum-Roslyn High School	Cle-Elum-Roslyn High School	No
Clover Park	No	No	No
Colfax	No	No	No
College Place	Grades K-6 District	A control through Oab to 18/and	No
Colton	No	In process through Sch to Work	No No
Columbia (Stevens)	Columbia High School	No	No
Columbia Walla Walla)		Columbia High School	No
Colville	Colville High School	No	No No
Concrete	Concrete High School	Twin Cedars Alternative High	No
Conway	Grades K-8 District		
Cosmopolis	Grades Pre-K-6 District	Almin (Caulas Hartlins High Cab	Almira/Coulog Hartling High Sch
Coulee-Hartline			Almira/Coulee-Hartline High Sch Coupeville High School
Coupeville	No	No	Crescent High School
Crescent	No	Crescent High School	No School
Creston	Senior Term Paper	Creston High School	No .
Curlew	No	No	No
Cusick	No	No	INO :
Damman	Grades K-6 District	No	No
Darrington	(In process)	No Devenment High School	No
Davenport	Davenport High School	Davenport High School	Dayton High School
Dayton	Dayton High School	Dayton High School	Deer Park High School
Deer Park	No	No	Deel Falk High Ochool
Dieringer	Grades K-8 District		
Dixie	Grades K-6 District	No	No
East Valley (Spokane)		No	No
East Valley (Yakima)	No	No	No
Eastmont	No	No	No
Easton	No	No .	No
Eatonville	No	Edmonds-Woodway High Sch	No
Edmonds	Lynnwood High School Meadowdale High School	Meadowdale High School	140
	Scriber Lake High School	Wicadowdale i ligit Collecti	
	Mountlake Terrace High School		
	Edmonds-Woodway High Sch.		
Ellonohum	No	No	No
Ellensburg	Elma High School	Elma High School	Elma High School
Elma	No	No	No
Endicott Entiat	Entiat High School	Entiat High School	Entiat High School
Enumclaw	No Solidor	Enumclaw High School	No
Ephrata Ephrata	Ephrata High School	Ephrata High School	Ephrata High School
Evaline	Grades K-6 District	Zpinata i ngil Golloo.	_ _
Everett	Cascade High School	No	No
FACICI	Everett High School		
	H. M. Jackson High School		
	Sequoia High School		
Evergreen (Clark)	No	No	No
Evergreen (Stevens)		-	
Federal Way	Truman High School	Truman High School	Truman High School
Ferndale	No	Ferndale High School	Ferndale High School
Fife	No	No	1/4 credit for each part of WASL
Finley	Riverview High School	No	No
Franklin Pierce	Franklin Pierce High School	Franklin Pierce High School	No
	3	-	

	Washington High School	Washington High School	
	Gates High School	Gates High School	
Freeman	Freeman High School	Freeman High School	No
Garfield	No	Garfield-Palouse High School	No
Glenwood	Glenwood High School	Glenwood High School	No
Goldendale	Goldendale High School	Goldendale High School	No
Grand Coulee Dam	Lake Roosevelt High School	Lake Roosevelt High School	Lake Roosevelt High School
Claria Coulce Bain	Skilskin High School	Skilskin High School	Skilskin High School
Grandview	Grandview High School	Grandview High School	Grandview High School
Clanavion	Compass High School	Compass High School	Compass High School
	Contract Learning Center HS	Contract Learning Center HS	Contract Learning Center HS
Granger	No	Granger High School	No
Granite Falls	No	Granite Falls High School	No
Grapeview	Grades K-8 District	· ·	
Great Northern	Grades K-6 District		
Green Mountain	Grades K-8 District	•	
Griffin	Grades K-8 District	•	
Harrington	Harrington Middle/High School	No	No
Highland	Highland High School	No	Highland High School
Highline	(Board policy in place)	(Board policy in place)	No
Hockinson	No	No	Hockinson High School (9th)
Hood Canal	Grades K-8 District	· ·	
Hoquiam	Hoquiam High School	Hoquiam High School	No
Inchelium	Inchelium High School	No	Inchelium Alternative High School
mononam	Inchelium Alternative School		
Index	Grades Pre-K-7 District		·
Issaquah	Issaquah High School	No	No
issaquan	Tiger Mountain Cmty HS		
Kahlotus	Kahlotus Junior/Senior HS	No	No
Kalama	Kalama Middle/Senior HS	Kalama High School	No
Keller	Grades K-6 District	•	
Kelso	Kelso High School	Kelso High School	No
Kennewick	No	Kamiakin High School	
, common en		Kennewick High School	
		Southridge High School	
Kent	No	Kentlake High School	
		Kent-Meridian High School	
		Kentridge	
		Kentwood	
		Kent Mountain View Academy	
Kettle Falls	Kettle Falls High School	Kettle Falls High School	Kettle Falls High School
Kiona-Benton	No	No	No
Kittitas	No	No	No
Klickitat	Klickitat High School	Klickitat High School	No
LaCenter	No	No	No
LaConner	LaConner High School	LaConner High School	LaConner High School
Lacrosse	Lacrosse High School	No	No
Lake Chelan	Chelan High School	Chelan High School	Chelan High School
	Glacier Valley High School	Glacier Valley High School	Glacier Valley High School
	Chelan Prepatory High Sch.	Chelan Prepatory High School	Chelan Prepatory High School
Lake Stevens	No	No	No
Lake Washington	B.E.S.T. High School	B.E.S.T. High School	No
-	Eastlake High School	Eastlake High School	
	International Community Sch	International Community Sch.	

	Juanita High School	Juanita High School	
	Lake Washington High School	Lake Washington High School	
	Redmond High School	Redmond High School	
Lakewood	No	Lakewood High School	No
Lamont	Grades K-8 District		
Liberty	Liberty High School	Liberty High School	No
Lind	No	No	No
Longview	Mark Morris High School	Mark Morris High School	Mark Morris High School
•	R. A. Long High School	R. A. Long High School	R. A. Long High School
Loon Lake	Grades K-6 District		
Lopez	Lopez Island High School	Lopez Island High School	Island Bridges Alternative HS
Lyle	Lyle High School	Lyle High School	No
Lynden	Lynden High School	Lynden High School	Lynden High School
Mabton	Mabton Junior/Senior High Sch	Mabton Junior/Senior High Sch	No
Mansfield	No	No	No Consideration
Manson	Manson Secondary	Manson Secondary	Manson Secondary
Mary M. Knight	No	No	No
Mary Walker	Mary Walker High School	Mary Walker High School	Mary Walker High School
Marysville	No	No	No
McCleary	Grades PreK-8 District		NI
Mead	No .	No	No
Medical Lake	No	No	No
Mercer Island	Mercer Island High School	Mercer Island High School	Mercer Island High School
Meridian	Meridian High School	Meridian High School	No
Methow Valley	No	No	No
Mill A	Grades K-8 District		No
Monroe	No	No	No
Montesano	No	No	No
Morton	Morton High School	Morton High School	No No
Moses Lake	No	No	Mossyrock High School
Mossyrock	No	No	No
Mount Adams	White Swan High School	White Swan High School	Mount Baker High School
Mount Baker	Mount Baker High School	Mount Baker High School	Mount baker riigh ochoor
Mount Pleasant	Grades K-6 District	NI-	No
Mount Vernon	No	No	ACES Alternative High School
Mukilteo	ACES Alternative High School	ACES Alternative High School	No
Naches Valley	No	No Nanovina High School	Napavine High School
Napavine	Napavine High School	Napavine High School Naselle High School	No
Naselle-Grays River	Naselle High School	Naselle riigii School	140
Nespelem	Grades PreK-8 District	Newport High School	Newport High School
Newport	Newport High School	Lakeside High School	No
Nine Mile Falls	No	No	No
Nooksack Valley	Nooksack Valley High School	No	No
North Beach	North Beach High School Connell High School	No	No
North Franklin	No	No	North Kitsap High School
North Kitsap	140	140	Spectrum Community School
			Parent Assisted Learning
North Mason	(In Progress)		ŭ
North Mason North River	North River High School	North River High School	North River High School
North Thurston	River Ridge High School		-
1401111 11111121011	South Sound High School		
Northport	Northport High School	No	No
Northshore	No	No	No
MOLUISHOLE		•	

C	ak Harbor	No	Oak Harbor High School	No
	akesdale		Canocaare ing.	No
)akville		(iii piogioco)	No
	cean Beach			(In progress)
	ocosta	Ocosta High School	000012 1 11911 2 2 2 2 2	Ocosta High School
)dessa		Outcook ingili o allia a	No
)kanogan	•	No	No
	Olympia			Avanti High School
)mak	Omak High School	Omak High School	Paschal Sherman Indian School
		Paschal Sherman Indian Sch	Paschal Sherman Indian Sch	
			Omak Altemative High School	
(Onalaska	No	Onalaska High School	No
	Onion Creek	Grades K-8 District		
	Orcas	Orcas Island High School	Orcas Island High School	No
	Orchard Prairie	Grades K-7 District		
	Orient	Grades K-8 District		
	Orondo	Grades K-7 District		
	Oroville	Oroville Middle-High School	Oroville Middle-High School	Oroville Middle-High School
		- -	In progress thru Career Pathways	On-line, Running Start
(Orting	Orting High School	Orting High School	Orting High School
	Othello	Othello High School	Othello High School	Othello High School
	Palisades	Grades K-5 District		
	Palouse	No	Garfield-Palouse High School	No
	Pasco	Pasco High School	No	No
	Pateros	Pateros High School	Pateros High School	Pateros High School
	Paterson	Grades K-8 District		
	PeEll	No	No	No
	Peninsula	Gig Harbor High School	Gig Harbor High School	No
			Henderson Bay High School	
			Peninsula High School	
	Pioneer	Grades PreK-8 District		
	Pomeroy	Pomeroy High School	Pomeroy High School	No
	Port Angeles	No	No	No
	Port Townsend	No	Port Townsend High School	No
	Prescott	No	No	No
	Prosser	Prosser High School	Prosser High School	No
			Prosser Falls Alternative School	No
	Pullman	Pullman High School	Pullman High School	No
	Puyallup	Emerald Ridge High School	Emerald Ridge High School	Emerald Ridge High School
		Puyallup High School	Puyallup High School	Puyallup High School
			Governor John Rogers High Sch	Governor John Rogers High Sch.
		Walker High School	Walker High School	Walker High School
	Queets-Clearwater	Grades K-8 District		A.L.
	Quilcene	Quilcene High School	Quilcene HighSchool	No Factor High Cohool
	Quillayute Valley	Forks High School	Forks High School	Forks High School
		Forks Alternative High School	Forks Alternative High School	Forks Alternative High School
	Quinault Lake	No	Lake Quinault High School	Lake Quinault High School
	Quincy	Quincy High School	Quincy High School	No No
	Rainier	Rainier High School	No Cabaal	No Boymond Homolink Program
	Raymond	Raymond High School	Raymond High School	Raymond Homelink Program
	Reardan-Edwall	No	No	No No
	Renton	No	No	No Beauthia High School
	Republic	Republic High School	No	Republic High School
	Richland	No	No	No

			A.L.
Ridgefield	Ridgefield High School	Ridgefield High School	No
Ritzville	No	No	No
Riverside	Riverside High School	Riverside High School (STW)	No
Riverview	Cedarcrest High School	Cedarcrest High School	Cedarcrest High School
	Parade Alternative School	Parade Alternative School	Parade Alternative School
	Clip Alternative School	Clip Alternative School	Clip Alternative School
Rochester	No	No	Rochester High School
Roosevelt	Grades K-6 District		No
Rosalia	Rosalia High School	Rosalia High School	No
Royal	Royal High School	Royal High School	No
San Juan	No	Friday Harbor High School	No
Satsop	Grades K-6 District	A.L.	No
Seattle	All High Schools	No	No
Sedro Wolley	Sedro-Woolley High School	Sedro-Woolley High School	NO
	State Street High School	State Street High School	No
Selah	No	No	Selkirk Junior/Senior High School
Selkirk	Selkirk Junior/Senior High Sch	Selkirk Junior/Senior High Sch	No
Sequim	No	No	NO
Shaw Island	Grades K-8 District	Olivita a Ulah Oshool	Choice High School
Shelton	Shelton High School	Shelton High School	Choice riigh School
	Choice High School	Choice High School	No
Shoreline	Shorecrest High School	Shorecrest High School	NO
	Shorewood High School	Shorewood High School	
Skamania	Grades K-8 District	No	No
Skykomish	Skykomish High School	No	No
Snohomish	No	No	Two Rivers School
Snoqualmie Valley	Two Rivers School	Mount Si High School	No
Soap Lake	(In process)	(In process) No	No
South Bend	No	No	No
South Kitsap	No	No	Bayview High School
South Whidbey	Bayview High School	NO	South Whidbey High School
Southside	Grades K-7 District		••
Spokane	No	No	No
Sprague	Sprague High School	Sprague High School	No
St. John	No	No	No
Stanwood	No	No	No
Star	Grades K-6 District		
Starbuck	Grades K-8 District		
Stehekin	Grades K-8 District		NI
Steilacoom Historical		No	No
Steptoe	Grades K-8 District	Or Little Oakaal	Stavenson High School
Stevenson-Carson	Stevenson High School	Stevenson High School	Stevenson High School
Sultan	Sultan High School	Sultan High School	No
Summit Valley	Grades K-8 District	Company Company High Cohool	No
Sumner	Sumner Senior High School	Sumner Senior High School	No No
Sunnyside	Sunnyside High School	Sunnyside High School PRIDE High School	No
Tacoma	No	No	No
Taholah	Taholah High School	No	No
Tahoma	Tahoma Senior High School	Tahoma Senior High School	No
Tekoa	Tekoa Jr/Sr High School	Tekoa Jr/Sr High School	Tekoa Jr/Sr High School
Tenino	Tenino High School	Tenino High School	Tenino High School
Thorp	Thorp High School	Thorp High School	No
HIOIP	Thorp ingh comoon		

Toledo	No	No	No
Tonasket	Tonasket High School	Tonasket High School	Tonasket High School
Toppenish	Senior Boards include research	Bestworks portfolio requires this.	Toppenish High School
	paper & project. Rubric scored.		Eagle Alternative School
Touchet	No	No	No
Toutle Lake	Toutle Lake High School	Toutle Lake High School	No
Trout Lake	Trout Lake High School	Trout Lake High School	No No
Tukwila	No	No Tumustor High School	No
Tumwater	Tumwater High School	Tumwater High School Black Hills High School	140
	Black Hills High School	Secondary Options	
Halam Oan	Secondary Options Grades K-8 District	Secondary Options	
Union Gap	No	No	No
University Place Vader	Grades K-6 District	140	
Valley	Grades K-8 District		
Vancouver	Columbia River High School	Columbia River High School	Columbia River High School
Valloodivoi	Fort Vancouver High School	Fort Vancouver High School	Fort Vancouver High School
	Hudson's Bay High School	Hudson's Bay High School	Hudson's Bay High School
	Lewis and Clark High School	Lewis and Clark High School	Lewis and Clark High School
	Skyview High School	Skyview High School	Skyview High School
	Vanc. School of Arts & Acad.	Vanc. School of Arts & Acad.	Vanc. School of Arts & Acad
Vashon Island	No	No '	No
Wahkiakum	No	No	Wahkiakum High School
Wahluke	Wahluke High School	Wahluke High School	No
Waitsburg	Waitsburg High School	Waitsburg High School	No Baine Attemptive Breezem
Walla Walla	Paine Alternative Program	No	Paine Alternative Program
	Opportunity Program	Moneta Ligh Cohool	Opportunity Program No
Wapato	Wapato High School	Wapato High School	140
	PACE High School	PACE High School Warden High School	No
Warden	Warden High School	Excelsior High School	No
Washougal	Washougal High School Excelsior High School	Exectsion riight contest	
Washtucna	No	No	No
Waterville	In Research Stage	No	No
Wellpinit	No	Wellpinit High School (in process)	Mastery-based credits
Wenatchee	(In progress)	Wenatchee High Sch (in progress)	(In progress)
West Valley Yaakima)	•	No	No
West Valley (Spokane)		West Valley City School	West Valley High School
, ,		Centennial Middle School	Spokane Valley High School
		West Valley High School	Contract-Based Education
		Spokane Valley High School	
		Contract-Based Education	
White Pass	White Pass High School	White Pass High School	W.I.N.G.S. Program
White River	White River High School	White River High School (9/10)	No Columbia High Sabaal
White Salmon Valley	No	No	Columbia High School
Wilbur	Wilbur	No	No No
Willapa Valley	Willapa Valley High School	Willapa Valley High School	Wilson Creek High School
Wilson Creek	Wilson Creek High School	No Winlock High School	No
Winlock	Winlock High School	Wishkah Valley	No
Wishkah Valley	No No	No No	No
Wishram Woodland	No	No	No
Yakima	Eisenhower (Phase In)	Eisenhower (Phase In)	No
Yelm	No	Yelm High School	No
101111	.	-	

Zillah High School Zillah High School No 12-17-2002 (Pat Eirish, Manager, Research and Assistance Program, State Board of Education 360-725-6030

WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • Rm 253 • PO BOX 47206 • 600 SE WASHINGTON • OLYMPIA WASHINGTON 98504-7206

Providing leadership, support, and advocacy, through policy, so that each student achieves success in school and life

August 1, 2002

(X) Action Required

Date Due: November 4, 2002

FUNDING ANNOUNCEMENT - TIME SENSITIVE

TO:

Educational Service District Superintendents

Chief School District Administrators

FROM:

Larry Davis, Executive Director

State Board of Education

RE:

Minimum Basic Education Requirement Compliance

Attached is the Minimum Basic Education Compliance form (FORM SPI 1497). Reporting on FORM SPI 1497 gives assurance to the State Board of Education (SBE) that school districts are in compliance with the minimum requirements of the Basic Education Act, as well as related requirements determined by the SBE.

On September 1, 2000, modifications of basic education requirements took place due to repeals/amendments of statutes associated with implementation of a performance-based education system.

The <u>following</u> statutory requirements will continue to be reported to the State Board of Education on FORM SPI 1497.

- O Total Instructional Hour Offerings (RCW 28A.150.220/WAC 180-16-200)
 Kindergarten offerings of 450 hours.
 Grades 1-12 offerings of a district-wide annual average of 1,000 hours linked to the Essential Academic Learning Requirements and other district-determined subjects/activities.
- K-3/4-12 Students to Classroom Teacher Ratio (RCW 28A.150.250/WAC 180-16-210)

The district ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above.

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Current and Valid Certificates (RCW 28A.400.100/RCW 28A.410.025/WAC 180-16-220)

All school district employees serving in positions requiring a teacher or administrative permit, certificate, or credential **DO** hold a valid permit, certificate, or credential.

Minimum 180-Days School Year (RCW 28A.150.220(3)/WAC 180-16-215)

The 180-days program is accessible to all legally eligible students, including students with disabilities, five years of age and under 21 years of age who have not completed high school graduation requirements.

Starting with the school year 2003-2004, each school district will be required to assure that all schools in their district have a school improvement plan/process (SIP) in place by noting this assurance on FORM SPI 1497. Data-driven school improvement plans/processes must promote a positive impact on student learning, be based on the characteristics of effective schools as identified by OSPI, and be reviewed annually for implementation progress under an approval process determined by the district board of directors. (Please refer to the SBE website www.sbe.wa.gov for a copy of the rules.)

In October 2000, the State Board of Education adopted revised <u>state</u> minimum high school graduation requirements to be implemented starting with the <u>freshman class of 2004</u>. The total number of state minimum high school credits for graduation remains at 19. Two non-credit requirements are established:

- Culminating Project Each student shall complete a culminating project for graduation. This project consists of students demonstrating both their learning competencies and preparations related to learning goals three and four. Districts shall define the process to implement this graduation requirement. Please indicate on the attached form if high schools in your district have already implemented a culminating project graduation requirement.
- O High School+ Education Plan Students shall have an education plan for their high school experience, including what they expect to do the year following graduation.

 Please indicate on the attached form if high schools in your district have already implemented a high school+ education plan requirement.

Washington State continues to move more fully toward a performance-based educational system. The State Board of Education (SBE) has adopted a policy, by rule, that permits school districts the optional discretion to define and award high school credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities. Specifically, under WAC 180-51-050(1)(b), high school credit

FUNDING ANNOUNCEMENT Page Three August 1, 2002

may be awarded on the basis of satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. <u>Please indicate on the attached form if high schools in your district are currently awarding credit under this option.</u>

School districts ARE REQUIRED to complete FORM SPI 1497 and mail the <u>original copy</u> with signatures of the superintendent and board chair, to the State Board of Education, Basic Education Assistance Section, by November 4, 2002. (See address in last paragraph.) Additionally, the attached out-of-endorsement teaching assignment document is to be completed <u>only</u> if the school district assigned teacher(s) out of their endorsed area(s) in the 2001-2002 (previous) school year.

Please contact the State Board of Education office at 360-725-6030 if you wish to petition the Board for a waiver for substantial lack of classroom space (WAC 180-16-225), minimum 180-days school year (WAC 180-16-215), school day as related to the teacher (WAC 180-44-050), or alternative high school graduation requirements (WAC 180-51).

FORM SPI 1497 does not require backup documentation. However, please be advised that you may need to provide such backup documentation for auditing purposes. FORM SPI 1497 also be found on the SBE website at www.sbe.wa.gov.

Requests for further information or clarification of this entitlement application should be directed to the State Board of Education, Basic Education Assistance, Room 253C, Old Capitol Building, P.O. Box 47206, Olympia, WA 98504-7206, (360) 725-6030 or TTY (360) 664-3631.

EXECUTIVE SERVICES

Pat Eirish, Manager
Research and Assistance Program
Basic Education Assistance
State Board of Education

LD:pe

Attachments

STATE BOARD OF EDUCATION Old Capitol Building, PO BOX 47206 OLYMPIA WA 98504-7206 (360) 725-6030 TTY (360) 664-3631

MINIMUM BASIC EDUCATION REQUIREMENT COMPLIANCE



2002-03 School Year

SCHOOL DIS	STRICT NAME	
CONTACT P	ERSON	TELEPHONE NUMBER
CONTACT PERSON		
Check	One	
In Compliance	Not In Compliance	
		Total Instructional Hour Offerings (RCW 28A.150.220) (WAC 180-16-200)
		Kindergarten instructional offerings of 450 hours.
		Grades 1-12 offerings of a district-wide annual average of 1,000 hours.
		K-3/4-12 Students to Classroom Teacher Ratio (RCW 28A.150.250) (WAC 180-16-210)
		The district ratio of FTE classroom students to FTE classroom teachers in Grades K-3 is no greater than the district ratio of FTE classroom students to FTE classroom teachers in Grades 4 and above.
		Current and Valid Certificates (RCW 28A.400.100, RCW 28A.410.025) (WAC 180-16-220)
	M-11	All school district employees serving in positions requiring a professional education permit, certificate or credential <u>do</u> hold a current and valid permit, certificate, or credential.
		(Note: If you have an approved out-of-endorsement waiver for a certificated staff member, you are NOT out of compliance. See attached form to report out-of-endorsement teaching assignments.)
		Minimum 180-Day School Year (RCW 28A.150.220) (WAC 180-16-215)
	-	The school year consists of no less than 180 separate school days for students in Grades 1 and above and is accessible to all legally eligible students, including students with disabilities, 5 years of age and under 21 years of age who have not completed high school graduation requirements. If your district has a waiver from the 180-days school year requirement, the <u>district-wide annual average</u> instructional hour offerings must still be 1,000 hours.

Check	One	
In Compliance	Not In Compliance	180-Day Kindergarten School Year (RCW 28A.150.220) (WAC 180-16-215)
		The kindergarten program consists of no less than 180 half days, or the equivalent, per school year.
		 180 half days are offered. Less than 180 separate half days are offered in each kindergarten section and not less than 450 total program hour offerings are provided. (If this box is checked, attach a copy of the schedule.)
		Note: A reduction petition from another grade level grouping CANNOT be borrowed to establish 450 hours as the equivalent to the 180 half days requirement.
-		Kindergarten students attend school in another district(s). District name(s)
		Kindergarten was offered, but no students enrolled.
*****	*****	. * * * * * * * * * * * * * * * * * * *
Yes	No	High schools in this district have currently implemented a <u>culminating project</u> graduation requirement. If <u>yes</u> , please list the schools below.
		High schools in this district have currently implemented a high school education plan requirement. If yes, please list the schools below.
		High schools in this district are currently awarding credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities. If <u>yes</u> , please list the schools below.

Potential Withholding of Funds for Noncompliance

The withholding of basic education allocation funding from a school district shall occur for a noncompliance... (see full text in WAC 180-16-195(3)(d)).

Certification of Compliance

We hereby certify that the board of directors has been apprised and that the	requirements of state basic		
We understand that FORM SPI 1497 will no longer require back-up documentation, but that back-up documentation may need to be provided for auditing purposes.			
Signature of School District Superintendent	Date		
	Date		
Signature of Board President or Chair	Date		

OUT-OF-ENDORSEMENT ASSIGNMENTS FOR THE 2001-02 SCHOOL YEAR (Previous School Year)

Complete this page **only** if your school district placed teacher(s) in an out-of-endorsement assignment. Duplicate this page as needed. Complete one form for <u>each</u> out-of-endorsement assignment, and return it to the State Board of Education, Basic Education Assistance with FORM SPI 1497.

Name of Teacher	Certification Number	
Number of Years Teaching Experience in this district		
Endorsements on teacher's certificate		
Out-of-Endorsement Assignment:		
Grade Levels (if applicable)	Number of Out-of-Endorsement Periods/Hours Ta	ught
Subject(s):		
Number of Quarters/Semesters Taught:		
Assistance provided:		
I give my assurance that the above assignment for		
, give in, accurate the same and accurate the same accurate the sa	TEACHER	
was made in compliance with WAC 180-82-105 thro	ough 180-82-110.	
	SIGNATURE OF SUPERINTENDENT OR DESIGNEE	DATE
-	TITLE	PHONE NUMBER

RCW 28A.150.200

Basic Education Act - Program contents -- As meeting constitutional requirements.

*This 1977 amendatory act shall be known and may be cited as "The Washington Basic Education Act of 1977." The program evolving from the Basic Education Act shall include (1) the goal of the school system as defined in RCW 28A.150.210, (2) those program requirements enumerated in RCW 28A.150.220, and (3) the determination and distribution of state resources as defined in RCW 28A.150.250 and 28A.150.260.

The requirements of the Basic Education Act are deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex," and are adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."

[1990 c 33 § 104; 1977 ex.s. c 359 § 1. Formerly RCW 28A.58.750.]

NOTES:

*Reviser's note: For codification of "this 1977 amendatory act" [1977 ex.s. c 359], see Codification Tables, Volume 0.

Effective date -- 1977 ex.s. c 359: "This 1977 amendatory act shall take effect September 1, 1978." [1977 ex.s. c 359 § 22.]

Severability -- 1977 ex.s. c 359: "If any provision of this 1977 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1977 ex.s. c 359 § 21.]

Chapter 28A.150.205 RCW - The Washington State Legislature

Page 1 of 1

RCW 28A.150.205

Definition.

Unless the context clearly requires otherwise, the definition in this section applies throughout RCW 28A.150.200 through 28A.150.295.

"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.

[1992 c 141 § 502.]

NOTES:

Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507: "Sections 502 through 504, 506, and 507 of this act shall take effect September 1, 2000. However, these sections shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1993 c 336 § 1202; 1992 c 141 § 509.] That law was not enacted by September 1, 2000.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

RCW 28A.150.210

Basic Education Act -- Goal.

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

- (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

[1993 c 336 § 101; (1992 c 141 § 501 repealed by 1993 c 336 § 1203); 1977 ex.s. c 359 § 2. Formerly RCW 28A.58.752.]

NOTES:

Findings -- Intent -- 1993 c 336: "The legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.

To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.

The legislature further finds that improving student achievement will require:

- (1) Establishing what is expected of students, with standards set at internationally competitive levels;
- (2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making;
 - (3) Students taking more responsibility for their education;
- (4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;
 - (5) Making instructional programs more relevant to students' future plans;

- (6) All parties responsible for education to focus more on what is best for students; and
- (7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation.

It is the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or additional instructional opportunities to help students who are having difficulty meeting the essential academic learning requirements in RCW 28A.630.885.

It is also the intent of the legislature that students who have met or exceeded the essential academic learning requirements be provided with alternative or additional instructional opportunities to help advance their educational experience.

The provisions of chapter 336, Laws of 1993 shall not be construed to change current state requirements for students who receive home-based instruction under chapter 28A.200 RCW, or for students who attend state-approved private schools under chapter 28A.195 RCW." [1993 c 336 § 1.]

Effective date -- 1993 c 336 § 101: "Section 101 of this act shall take effect September 1, 1994." [1993 c 336 § 102.]

Findings -- 1993 c 336: "(1) The legislature finds that preparing students to make successful transitions from school to work helps promote educational, career, and personal success for all students.

- (2) A successful school experience should prepare students to make informed career direction decisions at critical points in their educational progress. Schools that demonstrate the relevancy and practical application of course work will expose students to a broad range of interrelated career and educational opportunities and will expand students' posthigh school options.
- (3) The school-to-work transitions program, under chapter 335, Laws of 1993, is intended to help secondary schools develop model programs for school-to-work transitions. The purposes of the model programs are to provide incentives for selected schools to:
 - (a) Integrate vocational and academic instruction into a single curriculum;
- (b) Provide each student with a choice of multiple, flexible educational pathways based on the student's career interest areas;
 - (c) Emphasize increased vocational and academic guidance and counseling for students;
- (d) Foster partnerships with local employers and employees to incorporate work sites as part of work-based learning experiences;
- (e) Encourage collaboration among middle or junior high schools and secondary schools in developing successful transition programs and to encourage articulation agreements between secondary schools and community and technical colleges.

(4) The legislature further finds that successful implementation of the school-to-work transitions program is an important part of achieving the purposes of chapter 336, Laws of 1993." [1993 c 336 § 601.]

Part headings not law -- 1993 c 336: "Part headings as used in this act constitute no part of the law." [1993 c 336 § 1204.]

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

RCW 28A.150.220

Basic Education Act -- Program requirements -- Program accessibility -- Rules. (1) Satisfaction of the basic education program requirements identified in RCW 28A.150.210 shall be considered to be implemented by the following program:

- (a) Each school district shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours. The program shall include instruction in the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;
- (b) Each school district shall make available to students enrolled in grades one through twelve, at least a district-wide annual average total instructional hour offering of one thousand hours. The state board of education may define alternatives to classroom instructional time for students in grades nine through twelve enrolled in alternative learning experiences. The state board of education shall establish rules to determine annual average instructional hours for districts including fewer than twelve grades. The program shall include the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such group;
- (c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages.
- (2) Nothing contained in subsection (1) of this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.
- (3) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten: PROVIDED, That effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260.
- (4) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

[1993 c 371 § 2; (1995 c 77 § 1 and 1993 c 371 § 1 expired September 1, 2000); 1992 c 141 § 503; 1990 c 33 § 105; 1982 c 158 § 1; 1979 ex.s. c 250 § 1; 1977 ex.s. c 359 § 3. Formerly RCW 28A.58.754.]

NOTES:

*Reviser's note: RCW 28A.630.885 was recodified as RCW 28A.655.060 pursuant to 1999 c 388 § 607.

Contingent expiration date -- 1995 c 77 § 1: "Section 1 of this act shall expire September 1, 2000. However, section 1 of this act shall not expire if, by September 1, 2000, a law is not enacted stating that a school accountability and academic assessment system is not in place." [1995 c 77 § 32.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1993 c 371 § 2: "Section 2 of this act shall take effect September 1, 2000. However, section 2 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1993 c 371 § 5.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507: See note following RCW 28A.150.205.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Severability -- 1982 c 158: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1982 c 158 § 8.]

Effective date -- 1979 ex.s. c 250: "This amendatory act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and except as otherwise provided in subsection (5) of section 1, and section 2 of this amendatory act, shall take effect August 15, 1979." [1979 ex.s. c 250 § 10.]

Severability -- 1979 ex.s. c 250: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1979 ex.s. c 250 § 11.]

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

WAC 180-18-030 Waiver from total instructional hour requirements. A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for up to three school years.

[Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

School Improvement Plan/Process Requirement

March 2002, the State Board of Education adopted revised rules for accreditation of schools. The following changes apply to all school districts in Washington State:

- ❖ Beginning with school year 2003-2004, <u>School Districts</u> will be required to assure that <u>each</u> school in their district has a school improvement plan/process (SIP) in place. This assurance will be noted on the Minimum Basic Education Requirement Compliance Report (FORM 1497).
- ❖ School Improvement Plans/Process must be data driven, promote a positive impact on student learning, be based on the characteristics of effective schools as identified by the Office of Superintendent of Public Instruction, and be reviewed annually for implementation progress under an approval process determined by the district board of directors.
- Once the improvement plans/processes are in place, schools may apply for voluntary accreditation through the State Board of Education process. The option to go through the Northwest Association of Schools, Colleges, and Universities (NASCU) process for accreditation is still available.
- ❖ Once the application has been received, a visiting team will come to the school to review the plan and the process that led to its development.
- Schools will be accredited for six years with a report of progress at the end of the third year.

Note: WAC 180-16-220(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan or process for the purposes of this section.

School Improvement Plan or Process Frequently Asked Questions and Answers

- Q. Does the "approval process" have to be in writing?
- A. No. However, school districts are encouraged to put practices, procedures, and policies in writing so that the schools and constituents have the same information. [(WAC 180-16-220(2)(a)]
- Q. What is the difference between a school improvement plan and process?
- A. The process should be never ending. In essence, it becomes the "plan" that is reviewed annually by the local board. [(WAC 180-16-220(2)(b)]
- Q. What is meant by the plan/process having to be data driven?
- A. It means that quantifiable data is used to develop the plan or guide the process. [(WAC 180-16-220(2)(b).]
- Q. What does "active participation" mean?
- A. "Active participation" should include positive steps such as: surveys (paper, electronic, telephone), in-person meetings, interviews, committees, work groups (more than just a handful of people), school improvement planning teams, representative sample of building staff, community members, students and parents. [(WAC 180-16-220(2)(c).]
- Q. What are the characteristics of effective schools endorsed by the Office of Superintendent of Public Instruction?
- A. High performing schools tend to show evidence of the following nine characteristics: [www.k12.wa.us/sip/Success/default.asp]
 - 1. Clear and Shared Vision and Process

 Everybody knows where they are going and why. That vision is sharedeverybody is involved. The vision is developed from common beliefs and
 values, creating a consistency of purpose.

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned with the Standards Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and learning are continually adjusted abased on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

7. Focused Professional Development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and abased on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

- 9. High Level of Community and Parent Involvement

 There is a sense that all educational stakeholders have a responsibility to
 educate students, not just the teachers and staff in schools. Parents, as
 well as businesses, social service agencies, and community
 colleges/universities all play a vital role in this effort.
- Q. When a school is receiving State or Federal improvement assistance, is it required to develop a school improvement plan separate from the school improvement plan or process for basic education purposes?
- A. No. The plan required for State/Federal assistance satisfies both.
- Q. Is there a deadline by which school districts must request from the State Board of Education an extension to meet the school improvement plan or process requirement?
- A. School districts must submit a written request (letter/FAX/or e-mail <u>phone calls</u> are not acceptable) no later than August 1, 2003, for consideration at the Board's August meeting. [(WAC 180-16-227)]
- Q. What does it mean to reach consensus about educational expectations through community involvement?
- A. The intent is that the school district will make all appropriate efforts to reach community consensus about educational expectations for its students and, at the least, have a community dialogue about community involvement.

 [(WAC 180-55-005(1)(d)]
- Q. If a student brings credits to a school earned in another school that is accredited, must the receiving school accept those credits?
- A. Yes. Credits must be accepted if the school at which they were earned is accredited either through the State Board of Education process or through the Northwest Association of Schools, Colleges and Universities process. If the school has not been accredited through one of these two options, then it is up to the school district to determine what it will do with the credits through a written local school board policy. [(WAC 180-55-005(1)(f)]

- Q. After my school develops a school improvement plan/process in accordance with the State Board of Education WACs (rules/policies), may we be accredited through the Northwest Association of Schools, Colleges and Universities (NASCU)?
- A. Beginning with the 2003-04 school year, all schools will be required to have a school improvement plan/process in place. A school may still choose to go through NASCU, for accreditation; however, NASCU must submit those schools to the State Board of Education for formal accreditation approval status.

 [(WAC 180-16-220)]

11-25-2002pe

WAC 180-16-002 Purpose and authority. (1) In support of improving student learning and growth, the purpose of this chapter is to establish the policies and procedures for state board of education approval of school district programs for entitlement to state basic education allocation funding.

(2) The authority for this chapter is RCW 28A.150.220(4).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-16-002, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4). 98-08-039, § 180-16-002, filed 3/24/98, effective 4/24/98. Statutory Authority: RCW 28A.150.220(4) and 28A.410.010. 98-01-031, § 180-16-002, filed 12/8/97, effective 1/8/98. Statutory Authority: 1990 c 33. 90-17-009, § 180-16-002, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.754(6). 84-11-043 (Order 2-84), § 180-16-002, filed 5/17/84.]

WAC 180-16-195 Annual reporting and review process. (1) Annual school district reports. A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before the first Monday in November of each school year, each school district superintendent shall complete and return the program assurance form (OSPI Form 1497) distributed by the state board of education. The form shall be designed to elicit data necessary to a determination of a school district's compliance or noncompliance with basic education program approval requirements. Data reported by a school district shall accurately represent the actual status of the school district's program as of the first school day in October and as thus far provided and scheduled for the entire current school year. The form shall be signed by:

- (a) The school board president or chairperson, and
- (b) The superintendent of the school district.
- (2) State board staff review.
- (a) State board of education staff shall review each school district's program assurance form, conduct on-site monitoring visits of randomly selected school districts, as needed and subject to funding support, and prepare recommendations and reports for presentation to the state board of education: Provided, That, if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiency or deficiencies. School districts which foresee that they will not be able to comply with the program approval requirements, or that are deemed by the state board to be in noncompliance, may petition for a waiver on the basis of substantial lack of classroom space as set forth in WAC 180-16-225 and instructional hours offering requirements under WAC 180-18-030.
- (b) School districts may use the personnel and services of the educational service district to assist the district and schools in the district that are out of compliance with basic education program approval requirements.
- (3) Annual certification of compliance or noncompliance -- Withholding of funds for noncompliance.
- (a) At the annual spring meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education program approval requirements.
- (b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with the program approval requirements.
- (c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board. Basic education allocation funds shall be deducted from the basic education allocation of a school district that has been certified as being in noncompliance unless such district has received a waiver from the state board for such noncompliance, pursuant to WAC 180-16-225 or 180-18-030, or assurance of program compliance is subsequently provided for the school year previously certified as in noncompliance and is accepted by the state board.
- (d) The withholding of basic education allocation funding from a school district shall not occur for a noncompliance if the school district has remediated the noncompliance situation within sixty school business days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates by clear and convincing evidence that sixty days is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

- (e) The superintendent of public instruction, or his/her designee, after notification by the state board of education to a school district regarding an existing noncompliance, shall enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:
- (i) A deadline for school district remediation of the noncompliance(s), not to exceed sixty school business days per noncompliance as specified in (d) of this subsection.
- (ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.
- (iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline shall result in the immediate withholding of the district's basic education allocation funding by the superintendent of public instruction.
- (iv) The date and the signatures of the superintendent of the school district, the chair of the district's board of directors, and the superintendent of public instruction, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors and the school district superintendent.
- (f) In the event a school district fails to sign the compliance agreement within five school business days from the date of issuance or does not satisfy the terms of the signed compliance agreement within the designated amount of time, the superintendent of public instruction shall withhold state funds for the basic education allocation until program compliance is assured based on the following procedure:
- (i) For the first month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for the basic education allocation to a school district.
- (ii) For the second month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for the basic education allocation to a school district.
- (iii) For the third month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for the basic education allocation to a school district.
- (iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured.
- (g) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation and application of these rules by the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section. The state board of education may not waive any of the basic education entitlement requirements as set forth in this chapter, except as provided in WAC 180-16-225 or 180-18-030.
- (4) The provisions of subsection (3)(f) of this section shall not apply if the noncompliance is related to the district's fiscal condition and results in the implementation of a financial plan under RCW 28A.505.140(3).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-16-195, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-195, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6). 84-11-043 (Order 2-84), § 180-16-195, filed 5/17/84. Statutory Authority: RCW 28A.04.120. 83-13-002 (Order 3-83), § 180-16-195, filed 6/2/83. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79), § 180-16-195, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-195, filed 6/5/78.]

- WAC 180-16-220 Supplemental basic education program approval requirements. The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).
- (1) Current and valid certificates. Every school district employee required by WAC 180-79A-140 to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC 180-82-105, 180-82-120, and 180-82-125, respectively.

(2) Annual school building approval.

- (a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.
- (b) At a minimum the annual approval shall require each school to have in place, and reviewed annually for implementation progress and possible changes, a school improvement plan or process that is data driven and promotes a positive impact on student learning. For the purpose of this section "positive impact on student learning" shall mean:
- (i) Supporting the goal of basic education under RCW <u>28A.150.210</u>, "... to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";
- (ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and
- (iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.
- (c) The school improvement plan or process shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, parents, and community members.
 - (d) The school improvement plan or process shall address, but is not limited to:
- (i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;
- (ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what they need and when and how they need it to reach their achievement potential;
 - (iii) The use of technology to facilitate instruction and a positive impact on student learning; and
- (iv) Parent and community involvement, as these factors relate to having a positive impact on student learning.
- (3) Nothing in this section shall prohibit a school improvement plan or process from focusing on one or more characteristics of effective schools during the ensuing three school years.
- (4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan or process for the purposes of this section.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-16-220, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-220, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6), 28A.58.085 and 28A.58.090. 90-01-137, § 180-16-220, filed 12/20/89, effective 1/20/90. Statutory Authority: RCW 28A.58.090. 86-20-056 (Order 14-86), § 180-16-220, filed 9/29/86. Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-220, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-220, filed 5/17/84. Statutory Authority: 28A.04.120(4). 81-08-026 (Order 1-81), § 180-16-220, filed 3/26/81. Statutory Authority: RCW 28A.04.120. 80-06-093 (Order 7-80), § 180-16-220, filed 5/29/80. Statutory Authority: RCW 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-

033 (Order 10-79), \S 180-16-220, filed 9/12/79. Statutory Authority: RCW <u>28A.41.130</u> and <u>28A.58.754</u>. 78-06-097 (Order 3-78), \S 180-16-220, filed 6/5/78.]

WAC 180-16-227 Implementation timeline for WAC 180-16-220(2). The provisions of WAC 180-16-220(2) shall take effect beginning the 2003-04 school year. If a school district already requires its schools to have a school improvement plan or process, but such plan or process does not include some or all of the required elements listed in WAC 180-16-220 (2)(c) and (d) as of the beginning of the 2003-04 school year, the district may request from the state board of education an extension of the timeline to the beginning of the 2004-05 school year.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-16-227, filed 8/28/02, effective 9/28/02.]

- WAC 180-18-010 Purpose and authority. (1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.
 - (2) The authority for this chapter is RCW 28A.305.140 and 28A.655.180(1).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.140 and 28A.630.945. 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

- WAC 180-55-015 Definitions. (1) An "accredited school" is a public or state board of education approved private school that meets statutory requirements and rules established by the state board of education, and one that has satisfactorily completed the accreditation procedures described by the state board of education pursuant to RCW 28A.305.130(6) and WAC 180-55-005 through 180-55-032.
- (2) "Approved private school" shall mean a school approved by the state board of education pursuant to chapter 28A.195 RCW and chapter 180-90 WAC.
- (3) "Accredited" status shall be assigned to public or state board of education approved private schools that:
- (a) Complete and meet fully state board of education requirements for accreditation as described in WAC 180-55-020, or;
- (b) Participate and qualify in accordance with standards and procedures established by the Northwest Association of Schools Colleges and Universities (NASCU) (see WAC 180-55-032).
- (4) "School improvement plan or process" shall mean the same as described under WAC 180-16-220 (2).
 - (5) "Self-review" shall mean the same as described under WAC 180-16-220(2).
- (6) "Appraisal" shall mean an objective, external appraisal of a school's self-review activities and school improvement plan or process pursuant to WAC 180-55-020(5).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-55-015, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.130(6). 91-04-015, § 180-55-015, filed 1/28/91, effective 2/28/91. Statutory Authority: 1990 c 33. 90-17-009, § 180-55-015, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(4). 84-11-050 (Order 8-84), § 180-55-015, filed 5/17/84; 81-08-027 (Order 2-85), § 180-55-015, filed 3/26/81.]

WAC 180-55-005 Purposes and authority. (1) Purposes. The provision of school accreditation procedures by the state board of education is designed to serve the following purposes:

- (a) Support the state board's long-term vision of a performance-based education system under WAC 180-51-001 by aligning school accreditation requirements to continuous improvement of student learning, achievement, and growth;
- (b) Promote educational excellence and equity for every student through enhancement of the quality and effectiveness of the school's educational program in safe and supportive learning environments;
 - (c) Promote staff growth and commitment to the learning of every student;
- (d) Build stronger links with the community by reaching consensus about educational expectations through community involvement;
 - (e) Provide a statement of accountability to the public;
- (f) Assure that school districts, under the district policy on recognizing earned credits under WAC 180-51-050, shall accept credits earned from schools or programs, accredited by the state board of education, the Northwest Association of Schools, Colleges and Universities, or other accrediting body as may be recognized by the state board of education pursuant to WAC 180-55-150; and
- (g) Facilitate the sharing of effective schools practices and positive impacts on student learning through an external appraisal process.
 - (2) Authority. The authority for this chapter is RCW 28A.305.130(6).

[Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140,28A.305.130(6)</u>. 02-18-056, § 180-55-005, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-04-015, § 180-55-005, filed 1/28/91, effective 2/28/91. Statutory Authority: 1990 c 33. 90-17-009, § 180-55-005, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-005, filed 3/26/81.]

WAC 180-55-020 Compliance with requirements for entitlement to basic education allocation funds is prerequisite to application for accreditation by public schools -- Compliance with requirements for approved private school status is prerequisite to application for accreditation by private schools -- Types of accreditation -- Conditions -- Effective periods -- Administration of accreditation procedures. (1)(a) Certification by the state board of education of compliance by a school district with basic education program approval requirements under WAC 180-16-220, or receipt of a waiver from WAC 180-16-225 or 180-18-030, shall be prerequisite to a public school's application to the state board of education for accreditation under WAC 180-55-015 (3)(b).

- (b) Certification by the state board of education of compliance with private school approval requirements under chapter 28A.190 RCW and chapter 180-90 WAC shall be prerequisite to a private school's application to the state board of education for accreditation under WAC 180-55-015 (3)(b).
- (2) **Standard accreditation six years**, shall be granted to a school after a satisfactory external appraisal of the school's self-review activities and improvement plan or process and approval by the state board of education of the appraisal findings and recommendations by the superintendent of public instruction under WAC 180-55-030.
- (3) Conditional accreditation one year, for a school where the external appraisal identifies omissions, inaccuracies or weaknesses in the building's self-review activities or school improvement plan or process.
- (4) **Application.** Application for school accreditation shall be made to the state board of education. Such application shall be submitted jointly by the appropriate officials of the school and school district, or school and governing board in the case of private schools, in accordance with procedures and timelines established by the state board of education.
- (5)(a) External appraisal. The state superintendent of public instruction shall direct an external appraisal program for school accreditation purposes. The state superintendent may place yearly limits on the number of schools that may participate in the external appraisal program. The external appraisal shall be conducted by persons external to the school and district.
- (b) The external appraisal shall focus on the provisions of WAC <u>180-16-220</u> (2)(c) and (d), and 180-55-005(1). The appraisal shall give weight to the district's school approval process and focus on, but not be restricted to, an appraisal of the progress and impact of the school improvement plan or process.

[Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140,28A.305.130</u> (6). 02-18-056, § 180-55-020, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-020, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 84-11-050 (Order 8-84), § 180-55-020, filed 5/17/84; 81-08-027 (Order 2-85), § 180-55-020, filed 3/26/81.]

WAC 180-55-034 Temporary extension of accreditation status. (1) The state board of education may, in its discretion, grant to a school an extension of its accreditation status for a period not to exceed two school years under the following conditions:

(a) Staffing and resources directly or indirectly available to the state board for administration of the accreditation program are insufficient to timely process applications for accreditation under regular procedures;

(b)(i) The school has current accredited status through the state board accreditation process; or

(ii) The school has current accredited status through the Northwest Association of Schools, Colleges and Universities (NASCU) accreditation process and desires to switch to the state board process upon termination of the validity period of its NASCU accreditation; or

(iii) The school began the process for first-time accreditation or renewal accreditation, using the state board of education accreditation option, before January 1, 2001.

(2) In order to be considered for a temporary extension of accredited status, a school must submit to the state board a written request for an extension, signed by the building principal.

(3) This section shall expire June 30, 2003, unless program staffing and funding support issues are not resolved.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-55-034, filed 8/28/02, effective 9/28/02.]

WAC 180-55-150 Standards and criteria study and report. (1) The accreditation committee of the state board of education shall study and recommend for adoption to the state board formal standards and criteria for recognizing organizations that offer accreditation services and designations.

(2) The committee shall submit its study findings and recommendations to the state board not later than the board's fall 2002 meeting.

(3) This section shall expire not later than January 31, 2003.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-55-150, filed 8/28/02, effective 9/28/02.]

Repealed Sections of Washington Administrative Code

	3.00 Manufacture Code
WAC 180-16-006	Purpose
WAC 180-18-020	Purpose
WAC 180-53-005	Authority
WAC 180-53-010	Purpose
WAC 180-53-020	Self-study schedule
WAC 180-53-025	Self-study criteria
WAC 180-53-030	Elementary school—Joint self-study process
WAC 180-53-035	Initial self-study cycle
WAC 180-53-040	Self-study cycles
WAC 180-53-045	Initial self-study cycle plan—Report to superintendent of public
	instruction instruction
WAC 180-53-050	Subsequent self-study cycle plan—Report to superintendent of public instruction
WAC 180-53-055	Biennial report—To superintendent of public instruction
WAC 180-53-060	Waiver for economic reasons
WAC 180-53-070	Waiver option, application and renewal procedures
WAC 180-55-010	Intent and purposes
WAC 180-55-025	Types of accreditation County and
WAC 180-55-030	Types of accreditation—Conditions—Effective periods Administration of accreditation procedures
WAC 180-55-035	Validation of accreditation activities
WAC 180-55-050	Self-study—Common guidelines
WAC 180-55-070	Standards—General conditions
WAC 180-55-075	Standards—Flementary and second and a
	Standards—Elementary and secondary—Professional preparation of staff
WAC 180-55-080	
WAC 180-55-085	Standards—Elementary and secondary—Guidance services Standards—Elementary and secondary—Guidance services
WAC 180-55-090	Standards—Elementary and secondary—School health services Standards—Elementary and secondary—Textbook and
	supplementary reference materials
WAC 180-55-095	Standards—Elementary and secondary—Equipment and materials
WAC 180-55-100	Standards—Elementary and secondary—Equipment and materials Standards—Elementary and secondary—Facilities
WAC 180-55-105	Standards—Elementary—Program offerings
WAC 180-55-110	Standards—Elementary—Number and time assignment of
	personnel strained and time assignment of
WAC 180-55-115	Standards—Elementary—Instructional and learning resources
WAC 180-55-120	Dumudius—Decolidary—I init of credit
WAC 180-55-125	Standards—Secondary—Minimum program officians
WAC 180-55-130	Standards—Secondary—Number and time assignment of
WAC 180-55-135	personnel Standards—Secondary—instructional and learning resources

Chapter 180-55 WAC SCHOOL ACCREDITATION

Last Update: 8/28/02

WAC SECTIONS

- 180-55-005 Purposes and authority.
- 180-55-015 Definitions.
- 180-55-020 Compliance with requirements for entitlement to basic education allocation funds is prerequisite to application for accreditation by public schools -- Compliance with requirements for approved private school status is prerequisite to application for accreditation by private schools -- Types of accreditation -- Conditions -- Effective periods -- Administration of accreditation procedures.
- 180-55-034 Temporary extension of accreditation status.
- 180-55-150 Standards and criteria study and report.

DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-55-010 Intent and purposes. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-010, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 84-11-050 (Order 8-84), § 180-55-010, filed 5/17/84; 81-08-027 (Order 2-85), § 180-55-010, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-025 Types of accreditation -- Conditions -- Effective periods. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-025, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-025, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140</u>, <u>28A.305.130(6)</u>.
- 180-55-030 Administration of accreditation procedures. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-030, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-030, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-035 Validation of accreditation activities. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-035, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-035, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, 28A.305.140, 28A.305.130(6).
- 180-55-040 Self-study -- Approval to participate. [Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-040, filed 3/26/81.] Repealed 91-01-068, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.305.130(6).
- 180-55-045 Self-study -- Types. [Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-045, filed 3/26/81.] Repealed 91-01-068, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.305.130(6)</u>.
- 180-55-050 Self-study -- Common guidelines. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-050, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 84-11-050 (Order 8-84), § 180-55-050, filed 5/17/84; 81-08-027 (Order 2-85), § 180-55-050, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140</u>, <u>28A.305.130(6)</u>.
- 180-55-055 Self-study -- Input/standards assessment. [Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-055, filed 3/26/81.] Repealed 91-01-068, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.305.130(6).
- 180-55-060 Self-study -- Process/outcomes analysis. [Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-060, filed 3/26/81.] Repealed 91-01-068, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.305.130(6)</u>.
- 180-55-065 Self-study -- Self-designed. [Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-065, filed 3/26/81.] Repealed 91-01-068, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.305.130 (6).
- Standards -- General conditions. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-070, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-070, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW

- 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-075 Standards -- Elementary and secondary -- Professional preparation of staff. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-075, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-075, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-080 Standards -- Elementary and secondary -- Guidance services. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-080, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-080, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, 28A.305.140, 28A.305.130(6).
- 180-55-085 Standards -- Elementary and secondary -- School health services. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-085, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-085, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140</u>, <u>28A.305.130(6)</u>.
- 180-55-090 Standards -- Elementary and secondary -- Textbook and supplementary reference materials. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-090, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-090, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130 (6).
- 180-55-095 Standards -- Elementary and secondary -- Equipment and materials. [Statutory Authority: RCW <u>28A.305.130</u> (6). 91-01-068, § 180-55-095, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-095, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, 28A.305.140, 28A.305.130(6).
- 180-55-100 Standards -- Elementary and secondary -- Facilities. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-100, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-100, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-105 Standards -- Elementary -- Program offerings. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-105, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-105, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140</u>, <u>28A.305.130(6)</u>.
- 180-55-110 Standards -- Elementary -- Number and time assignment of personnel. [Statutory Authority: RCW <u>28A.305.130</u> (6). 91-01-068, § 180-55-110, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-110, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140</u>, <u>28A.305.130(6)</u>.
- 180-55-115 Standards -- Elementary -- Instructional and learning resources. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-115, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-115, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-120 Standards -- Secondary -- Unit of credit. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-120, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-120, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-125 Standards -- Secondary -- Minimum program offerings. [Statutory Authority: RCW <u>28A.305.130(6)</u>. 91-01-068, § 180-55-125, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW <u>28A.04.120(4)</u> and (8). 82-04-002 (Order 1-82), § 180-55-125, filed 1/21/82. Statutory Authority: RCW <u>28A.04.120(4)</u>. 81-08-027 (Order 2-85), § 180-55-125, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW <u>28A.150.220(4)</u>, <u>28A.305.140</u>, <u>28A.305.130(6)</u>.
- 180-55-130 Standards -- Secondary -- Number and time assignment of personnel. [Statutory Authority: RCW 28A.305.130 (6). 91-01-068, § 180-55-130, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-130, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-55-135 Standards -- Secondary -- Instructional and learning resources. [Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-135, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-135, filed 3/26/81.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).

Annualized High School Credit Definition

(WAC 180-51-050)

Temporary Exemption from Course and Credit

(WAC 180-51-100)

Schools may seek a waiver from the definition of the annualized high school credit as provided under State Board of Education Policy: WAC 180-51-100 (see attached). This annual exemption petition is requested to be to the State Board of Education staff by the first week of April each year. Staff requests documentation such as: schedules, surveys of parents, staff and students; evidence of improved test scores aligned to the waiver and current achievement levels (if a renewal request); benefits of enhanced learning with the schedule; evaluation of the schedule; accreditation status; and any other pertinent information related to block scheduling at the school.

Under State Board Policy WAC 180-51-050(1)(b), an optional method of awarding credit is provided. High school credit shall mean grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090(4) and (5): 150 hours of planned instructional activities approved by the district; or satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

Each high school's district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

Attached is a list of 37 schools that have received waivers from the annualized high school credit definition for the 2002-2003 school year. Following are some of the benefits schools report while on a block schedule:

Anacortes School District – Having to take only four classes per day instead of six allows students to concentrate on fewer classes; teachers have only 90 students per semester instead of 150 allowing more individual instruction; classes meet for longer periods of time to allow for more in-depth knowledge of the subject matter; and there has been a reduction in disruptions during the school day resulting from fewer passing periods.

Bellevue School District – The broad community and parent support, together with the student gains observed in high schools, show that the academic rigor and time available for in-class work through the restructured week is not only adequate, but serving education well for their students. The "lesson study" activities have continued with more and more teachers participating in that aspect of the modified week and success of and benefit from the restructured week schedules continue to convince the district to support the schedules.

Bickelton School District - Bickelton is a remote district in Klickitat County. Students spend much of their time on buses. Bickelton has gone to an eight-period day to give students as much variety in classes as possible with existing resources. Their schedule is unique to them and works very well. WASL scores are improving.

Cascade School District – The dropout rate went from 10.9 percent in 1992-1993 school year to 1.19 percent in the 2000-2001 school year. They have also found that the longer periods have fostered a change among teachers away from traditional lecture and recall strategies toward more innovative instructional techniques. Student-teacher relations have improved. Lower student-teacher ratios have also improved their ability to address individual learning needs. The overall educational benefit is not merely improved grades but they see students engaging in higher levels of thinking and learning.

Castle Rock School District – Castle Rock has implemented a different schedule to address additional needs at the ninth grade level. Career Awareness units have been added to required class presentations. This waiver assists in supporting the present schedule to continue efforts on active and intense improvement plans.

Fife School District – Fife High School has increased academic achievement by: reducing the total number of subjects a student studies each semester; providing more time for teachers to utilize a variety of instructional strategies; allowing for more in-depth study; incorporation of higher level thinking skills, facilitating teamwork; and improving student-staff relationships.

Franklin Pierce School District – Franklin Pierce reports the following advantages to their schedule: a wide variety of electives may be offered, post-secondary courses are better accommodated, advanced students receive more options, special programs are better served, student leadership has produced a tremendous climate change, WASL and ITED tests are administered while maintaining a normal schedule, more time for individual contact at a less hectic pace, and performing arts have received new life.

Moses Lake School District – Moses Lake lists the following benefits have enhanced learning while on their schedule: more concentrated time for effective learning, more opportunity to integrate subjects, more time for evaluation and communication, increased course offerings, and increased time for guided practice.

Mt. Baker School District – Mt. Baker High School's schedule has allowed the school to comply with the four State learning goals, increased learning opportunities and maximized instructional time. Attendance and test scores are up.

Naches Valley School District – Current advantages on the present schedule include: more class time for student-teacher relationships, more effective transition, more instructional time or assignments and projects, more creative approaches to teach subject matter, more time for school-to-work transition, less frantic pace, library and computer labs have experienced much greater usage and more students staying at high school taking upper division courses.

North Mason School District – Students comment that they understand and can apply what they learn in block schedule courses. They covered more material under the former six-period day but they did not learn it. Students have 32 credit opportunities versus 24 credit opportunities under the six-period day. Math and science credit requirements were increased from three to four credits. Students receive more individual attention. The schedule allows teachers more opportunities for integrating writing through technology in core content areas, as well as elective areas, in preparation for student achievement on the WASL.

Riverview School District – Cedarcrest High School's WASL results have been very positive. The percentage of students meeting the standards in all four areas is significantly above the State average and has increased yearly. Cedarcrest has been recognized by the Seattle Times as one of the few schools on the Eastside to show double-digit improvement on SAT scores. The present schedule is serving the students well.

Rochester School District – Rochester High School reports the following as some of the benefits they have seen at their school while on a four-period day: more time to do projects and research, more student/teacher interaction time, reduction of stress, development of student-centered classrooms, time to integrate curriculum to make learning more realistic, time to use different learning styles to meet the needs of all students, student grades have improved, test scores have shown a significant increase, time on task is increased on this schedule (considering start-up and shut-down time), and teachers are covering much or more material than they did in 150 hours.

Vashon School District – Vashon High School students have exceeded State averages in WASL assessments in two of the past three years. In all areas but writing, there has been growth in the WASL scores. ITED testing shows Vashon High School students exceeded State averages in all areas.

Polician A stor	loodos	School District	# of Periods	1 Credit = Hours	Years on Waiver
MIARINO	Anacortes	Anacortes	4	128	2
4/10/02	Rellevine	Bellevue	7	144	3
4/10/02	Interlake	Bellevue		144	3
4/10/02	International	Bellevue	7	144	3
4/10/02	Newbort	Bellevue	7	144	င
4/10/02	Sammamish	Bellevue	mod 4	144	ဇ
8/27/02	Bickleton	Bickleton	8	135.6	τ-
6/14/02	Bridgeport	Bridgeport	5	147	-
4/10/02	Cascade High	Cascade	4	135	10
4/29/02	Castle Rock	Castle Rock	2	135	မ
11/8/02	Connell	Connell	7	146.8	4
10/0202	Fife	Fife	4	135	4
4/15/02	Franklin Pierce	Franklin Pierce	4	135	4
12/3/02	Garfield Palouse	Garfield Palouse	4	135	6
6/24/02	Kiona-Benton	Kiona-Benton	4	135	5
4/29/02	Liberty	Liberty	7	138	-
8/27/02	Liberty Bell	Methow Valley	. 4	126	6
4/10/02	Moses Lake	Moses Lake	4	135	6
4/10/02	Mt. Baker	Mt. Baker	4	127.5+31	9
7/24/02	Naches Valley	Naches Valley	4	135	7
4/25/02	Lakeside	Nine Mile Falls	4	135	8
8/7/02	Nooksack Valley	Nooksack Valley	4	135	10
4/10/02	North Kitsap	North Kitsap	4	127.5	10
8/1/02	North Mason	North Mason	4	135	10
5/20/02	Omak	Omak	4	135	-
4/11/02	Othello	Othello	mod 5	146	9
6/25/02	Forks	Quillayute Valley	4	135	တ
4/10/02	Ridgefield	Ridgefield	4	127.5	9
4/29/02	Cedarcrest	Riverview	4	127.5	၅
4/10/02	Rochester	Rochester	4	135	10
4/10/02	West Seattle	Seattle	4	127.5	6
4/10/02	Sedro-Woolley	Sedro-Woolley	4	135	3
4/29/02	Whidbey	South Whidbey	4	135	10
4/10/02	Sultan	Sultan	4	127.5	စ
4/25/02	Vashon Island	Vashon Island	5	140	11
4/10/02	Wahkiakum	Wahkiakum	4	146.67	4
12/17/02	White River	White River	4	127.5	

RCW 28A.230.090

High school graduation requirements or equivalencies -- Reevaluation and report by state board of education -- Credit for courses taken before attending high school -- Postsecondary credit equivalencies.

- (1) The state board of education shall establish high school graduation requirements or equivalencies for students. Any course in Washington state history and government used to fulfill high school graduation requirements is encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.
- (2) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.
- (3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.
- (4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:
- (a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- (b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.
- (5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit. Subsection (4) of this section shall also apply to students enrolled in high school on April 11, 1990, who took the courses before attending high school.
- (6) At the college or university level, five quarter or three semester hours equals one high school credit.

[1997 c 222 § 2; 1993 c 371 § 3. Prior: 1992 c 141 § 402; 1992 c 60 § 1; 1990 1st ex.s. c 9 § 301; 1988 c 172 § 1; 1985 c 384 § 2; 1984 c 278 § 6. Formerly RCW 28A.05.060.]

NOTES:

Intent -- 1997 c 222: "In 1994, the legislature directed the higher education board and the state board of education to convene a task force to examine and provide recommendations on establishing credit equivalencies. In November 1994, the task force recommended unanimously that the state board of education maintain the definition of five quarter or three semester college credits as equivalent to one high school credit. Therefore, the legislature intends to adopt the recommendations of the task force." [1997 c 222 § 1.]

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW 28A.225.220.

Severability -- 1984 c 278: See note following RCW 28A.320.220.

 WAC 180-51-050 High school credit -- Definition. As used in this chapter the term "high school credit" shall mean:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):
 - (a) One hundred fifty hours of planned instructional activities approved by the district; or
- (b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.
- (2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.
- (3) Community college high school completion program Diploma awarded by community college. Five quarter or three semester hours of community college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program.
- (4) Community college high school completion program Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program.
- (5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.
- (6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.
- (7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

[Statutory Authority: RCW 28A.230.090. 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.230.090 and 28A.305.130. 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222. 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090. 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060. 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

WAC 180-51-100 Temporary exemption from course and credit requirements. Annual exemptions to the definition of an annualized high school credit may be granted upon the request of a public or approved private school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the state board of education.

[Statutory Authority: RCW <u>28A.230.090</u>. 00-19-108, § 180-51-100, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW <u>28A.230.090</u> and <u>28A.230.100</u>. 93-04-115, § 180-51-100, filed 2/3/93, effective 3/6/93. Statutory Authority: 1990 c 33. 90-17-009, § 180-51-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW <u>28A.05.060</u>. 85-12-041 (Order 12-85), § 180-51-100, filed 6/5/85. Statutory Authority: Chapter <u>28A.05</u> RCW. 84-11-049 (Order 7-84), § 180-51-100, filed 5/17/84.]

Waivers from the 180-Day School Year

(WACs 180-18-040, 180-18-050, 180-18-060)

Since 1995, individual schools as well as entire districts have utilized the use of a waiver from the 180-day school year requirement to assist in time for staff to consult and plan collaboratively with colleagues for professional improvement and improved student learning.

The overwhelming message from schools is that they need <u>time</u> to implement the curriculum to meet the Essential Academic Learning Requirements. Giving quality planning time to teachers is an essential element of the restructuring process. Time to plan, consult, support, and collaborate has been a vital element of the use of the waivers from the 180-day school year.

Schools report that better utilization of time has been a primary issue for them. The challenge of education reform is to bring all of the components together to implement comprehensive and effective educational results. This effort is a time consuming and complex issue.

The State Board of Education recommends that school districts thoughtfully consider how a waiver of the 180-day requirement will contribute to student learning.

Many schools have been using early release days for staff in-service. However, early release training days are a concern of most parents because of difficulty arranging day care and providing suitable activities for older students. Many administrators and staff have indicated that early release days do not provide optimum time for learning and student effort is compromised. Therefore, by reducing early release days, administrators and staff believe that full day in-service results in more quality time to work collaboratively and also provides the advantage of intensive training opportunities. Building, district-wide, and regional training provides teachers strategies to help students achieve standards that will ensure success, not only on state-level assessments, but lifelong.

These waivers have definitely benefited schools, students, and school district staff; however, at the same time, results are difficult to measure in terms of increased student learning solely due to the waiver. No single strategy assists schools to make significant increases in students' abilities to meet increased academic standards. Improvement occurs when schools make a combination of changes that affect the way in which education is provided.

School district goals, such a providing an environment where students learn appropriate attitudes, values, skills, knowledge and enable them to become productive members of society are not immediately measurable. Fusion of the many faceted goals of educators,

180-Day Waiver Benefits Reported by School Districts

- ✓ Time to work on school improvement plans
- ✓ Uninterrupted blocks of time for staff to focus on academics
- ✓ Time to implement identified goals and to align curriculum with EALRS
- ✓ Time to focus on assessment strategies
- ✓ Time to develop curriculum, learn new or revised instructional strategies, and create, administer, and analyze assessment data that guides decision making to improve student learning
- ✓ Collaborative work on curriculum has increased scores
- ✓ A better prepared staff positively impacts student achievement
- ✓ Allowed teachers time to do the essential things to improve learning
- ✓ Staff value these days and consider them crucial to goals of providing a quality educational environment for ALL students
- ✓ Quality time spent in staff development is superior to half-day late-arrival/early dismissal model previously used
- ✓ Staff development activities have provided quality time for teachers and classified staff to follow through on district goals
- ✓ District unable to provide professional training unless a block of time is available Staff development is crucial
- ✓ A united focus
- ✓ Conference opportunities enhance the parent-teacher partnership, which has a direct impact on student performance, motivation, and achievement
- ✓ Visioning and accreditation teams were brought together that included members of community, parents, business leaders, and staff members
- ✓ Less disruption for parents
- ✓ Improved student attendance
- ✓ Allowed continuity for students
- ✓ Less fragmented learning
- ✓ Significant decline in discipline areas of fighting, disrespect, and reduced suspensions
- ✓ Improved positive attitudes
- ✓ Gains in both WASL and ITBS assessments
- ✓ Rural area and bus transportation is lengthy and time consuming for many
- ✓ A full day out of school rather than half days is a cost savings to a district as well
- ✓ Education Association fully supports waiver and believes time devoted is of inestimable benefit to students now and lifelong

School Districts Granted Waivers from the 180-Day School Year

(From November 1995 to March 2003)

Adna Anacortes Arlington Blaine

Burlington-Edison Central Valley Chewelah College Place

Columbia (Walla Walla)

Colville Concrete

East Valley (Spokane)

Easton Everett Federal Way Freeman Garfield

Grand Coulee Dam

Grandview Grapeview Hood Canal Hoquiam Keller

Kettle Falls LaCrosse Liberty Loon Lake Mabton Mansfield

Mary Walker

Mead

Medical Lake Montesano

Mossyrock Mt. Baker Muklilteo

Naches Valley

Nespelem Newport

North Kitsap North Mason North Thurston

Northport Northshore Ocean Beach

Ocosta Onalaska Onion Creek

Orient
Orting
Othello
Palouse
Pullman

Reardan-Edwall

Riverside Rosalia Seattle

Sedro-Woolley

Selkirk Shoreline Snohomish Sultan Sunnyside Tacoma Tukwila Valley

Vashon Island Wahkiakum Waitsburg Walla Walla

West Valley (Spokane) West Valley (Yakima)

Zillah

	WAIVERS GRANTEI	FROM 180-	DAY SCHOOL YE	AR	
SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Newport	Stratton Elem	6/8/	3 Years	15-Nov-95	End of 97-98
·	Grades 1-4	and 8	,		School Year
Federal Way	Saghalie Jr. Hi.	4	1 Year	15-May-96	End of 96-97
	Grades 7-9				School Year
Colville	District	5	3 Years	17-Jul-96	End of 98-99
					School Year
East Valley	District	3	3 Years	17-Jul-96	End of 98-99
(Spokane)					School Year
Nespelem	Grades 1-8	8	3 Years	17-Jul-96	End of 98-99
•	District				School Year
Seattle	AE II Elementary	6	1 Year	20-Mar-97	End of 96-97
	K-6				School Year
Central Valley	District	3	1 Year	7/23/1997	End of 97-98
					School Year
Liberty ·	District	3	1 Year	7/23/1997	End of 97-98
,		<u> </u>			School Year
Mukilteo	District	4	1 Year	7/23/1997	End of 97-98
					School Year
North Mason	District	2	3 Years	7/23/1997	End of 99-00
					School Year
Seattle	District	4	1 Year	7/23/1997	End of 97-98
					School Year
Snohomish	District	2	3 Years	7/23/1997	End of 99-00
					School Year
West Valley	District	3	1 Year	7/23/1997	End of 97-98
(Spokane)					School Year
Federal Way	Enterprise	9	1 Year	9/24/1997	End of 97-98
i odorai vvay	Elementary	1		0.2	School Year
Newport	Sadie	5/97-98	3 Years	11/19/1997	End of 99-
recupore	Halstead	9/98-99	0 10010	11,710,1001	2000 School
	Middle School	9/99-2000			Year
Orting	District	1	1 Year	1/28/1998	End of 97-98
Orting	District		1	1.20,1000	School Year
Seattle	District	4	3 Years	3/18/1998	End of 99-
Ocallic	District		0 10013	0,10,1000	2000 School
					Year
Federal Way	Green Gables	8	1 Year	5/13/1998	End of 98-99
Cuciai Way	Elementary	<u> </u>	1 1001	1 0,70,7000	School Year
	School - K-6				
Mukilteo	District	4	1 Year	5/13/1998	End of 98-99
					School Year
Sedro-Woolley	District	3	3 Years	5/13/1998	End of 2000-
					2001 School
					Year
West Valley	District	3	2 Years	5/13/1998	End of 2000-
(Spokane)					2001 School
					Year

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Loon Lake	District	5	3 Years	8/18/1998	End of 2000-
					2001 Sch. Yr.
Newport	Stratton	8	3 Years	8/18/1998	End of 2000-
' I	Elementary				2001 School
Ī	School				Year
Northport	District	5	3 Years	8/18/1998	End of 2000-
i i					2001 Sch. Yr.
Orient	District	5	3 Years	8/18/1998	End of 2000-
					2001 Sch. Yr.
Orting	District	1	2 Years	8/18/1998	End of 1999-
					2000 Sch. Yr.
Wahkiakum	District	4	3 Years	8/18/1998	End of 2000-
T a mark					2001 Sch. Yr.
Wishkah Valley	District	5	2 Years	8/18/1998	End of 1999-
VVISIIKaii Valley	Diotriot				2000 Sch. Yr.
Liberty	District	3	3 Years	10/29/1998	End of 2000-
Liberty	District	<u> </u>	0 10010		2001 Sch. Yr.
Hoguiom	District	2	3 Years	10/29/1998	End of 2000-
Hoquiam	District		0 10013	10/20/1000	2001 Sch. Yr.
Fadaral May	Lake Dolloff	8	1 Year	3/18/1999	End of 1999-
Federal Way	Lake Dollon		i i cai	3/10/1000	2000 Sch. Yr.
	Sherwood Forest	5	2 Years	3/18/1999	End of 2000-
Federal Way	Sheiwood Folesi	- 3	2 1 cais	3/10/1999	2001 Sch. Yr.
	District	 	3 Years	3/18/1999	End of 2001-
Montesano	District	4	3 Teals	3/10/1999	2002 Sch Yr.
	Di List		4 Veer	5/7/1999	End of 1999-
Burlington-	District	2	1 Year	3/1/1999	2000 Sch. Yr.
Edison			4.7/	F (7/4000	End of 1999-
East Valley	District	3	1 Year	5/7/1999	2000 Sch. Yr.
(Spokane)				5/7/4000	
Colville	District	5	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr.
Freeman	District	2	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr.
Garfield	Middle Sch	3	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr.
Garfield	Elementary	3	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr.
Hood Canal	District	6	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr
Mead	District	3	1 Year	5//7/99	End of 1999-
				<u> </u>	2000 Sch. Yr
Mukilteo	District	3	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr
Ocosta	District	4	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr
Palouse	High School	3	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Palouse	Elementary	3	1 Year	5/7/1999	End of 1999-
	•				2000 Sch. Yr.
Pullman	District	3	1 Year	5/7/1999	End of 1999-
					2000 Sch. Yr.
Vashon Island	Chautauqua	3	1 Year	5/7/1999	End of 1999-
Vasilon island	Elementary				2000 Sch. Yr.
Valley	District	4	1 Year	5/7/1999	End of 1999-
Valley	District	<u> </u>	1 1001	0,1,1000	2000 Sch. Yr.
Federal Way	Adelaide Elem.	11	1 Year	6/10/1999	End of 1999-
redelal way	Brigadoon Elem	9	i i cai	0/10/1000	2000 Sch. Yr.
-	Camelot Elem.	8			2000 0011. 11.
-		6			
_	Decatur High				
_	Green Gables	8			
-	Lake Grove	8			
_	Lakeland Elem	10		•	
-	Lakota Junior Hi	5			
_	Meredith Hill	6			
_	Nautilus	8			
_	Panther Lake	3			
	Rainer View Elem	8			
	Saghalie	4			
	Silver Lake Elem	9			
	Star Elem	9			
	Totem	6			
	Twin Lakes	6			
	Valhalla	10			
	Wildwood	8			
	Woodmont	8			
Loon Lake	District	5	1 Year	6/10/1999	End of 1999-
20011 20110					2000 Sch. Yr.
Mount Baker	District	4	1 Year	6/10/1999	End of 1999-
Wiodill Baker	Diotriot	-			2000 Sch. Yr.
Onion Creek	District	5	1 Year	6/10/1999	End of 1999-
Ollion Cleek	District		1 1001	0,10,1000	2000 Sch. Yr.
Reardan-Edwall	District	3	1 Year	6/10/1999	End of 1999-
Realdall-Edwall	District	 	1 1001	0,10,1000	2000 Sch. Yr.
	District	+	1 Year	6/10/1999	End of 1999-
Waitsburg	District	2	i feai	0/10/1999	2000 Sch. Yr.
			4 7/2 22	0/40/4000	
Federal Way	Sunnycrest	7	1 Year	8/18/1999	End of 1999-
	Kilo Jr. High	6		1	2000 Sch. Yr.
	Harry S. Truman	5			
Grand Coulee	District	6	1 Year	8/18/1999	End of 1999-
Dam					2000 Sch. Yr.
Nespelem	District	6	1 Year	8/18/1999	End of 1999-
					2000 Sch. Yr.
Newport	High School	9	1 Year	8/18/1999	End of 1999-
1					2000 Sch. Yr.

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
North Thurston	District	6	1 Year	10/27/1999	End of 1999-
					2000 Sch. Yr.
Tukwila	District	3	1 Year	10/27/1999	End of 1999-
-					2000 Sch. Yr.
Colville	District	5	1 Year	3/22/2000	End of 2000
50,17,1110					2001 Sch. Yr.
Mabton	District	3	1 Year	3/22/2000	End of 2000
Madion	Diotriot				2001 Sch. Yr.
Mount Baker	District	4	1 Year	3/22/2000	End of 2000
Would Baker					2001 Sch. Yr.
North Mason	District	2	1 Year	3/22/2000	End of 2000
NOILII Wason	District	1	, , , , , ,		2001 Sch. Yr.
Cupavoido	District	4	1 Year	3/22/2000	End of 2000
Sunnyside	DISTRICT	1	1 1001	G/22/2000	2001 Sch. Yr.
V5 late-at	Chautauaua	3	1 Year	3/22/2000	End of 2000
Vashon Island	Chautauqua	1 3	i i eai	3/22/2000	2001 Sch. Yr.
			1 Year	17-May	End of 2000
Garfield-	District	3	1 Year	17-iviay	2001 Sch. Yr.
Palouse			43/4	5/47/0000	End of 2000
Hood Canal	District	5	1 Year	5/17/2000	2001 Sch. Yr.
				-4-10000	
Loon Lake	District	3	1 Year	5/17/2000	End of 2000
		1		-	2001 Sch. Yr.
Newport	Sadie Halstead	8	1 Year	5/17/2000	End of 2000
-	High School	8			2001 Sch. Yr.
Mukilteo	District	3	1 Year	5/17/2000	End of 2000
					2001 Sch. Yr.
Onion Creek	District	5	1 Year	5/17/2000	End of 2000
					2001 Sch. Yr.
Ocosta	District	5	1 Year	5/17/2000	End of 2000
Occord					2001 Sch. Yr.
Pullman	District	2	1 Year	5/17/2000	End of 2000
ullilan	Diotriot	1			2001 Sch. Yr.
Riverside	District	5	1 Year	5/17/2000	End of 2000
Riverside	District	— —	1		2001 Sch. Yr.
0	District	4	1 Year	5/17/2000	End of 2000
Seattle	DISTRICT		i i cai	3/1/12000	2001 Sch. Yr.
	D'alda	3	1 Year	5/17/2000	End of 2000
Tukwila	District		i Teal	3/11/2000	2001 Sch. Yr.
			4 1/2 22	E /4.7/2000	End of 2000
Valley	District	4	1 Year	5/17/2000	2001 Sch. Yr.
				0/0/0000	
Anacortes	District	3	1 Year	6/8/2000	End of 2000
				0/5/222	2001 Sch. Yr
Burlington	District	2	1 Year	6/8/2000	End of 2000
Edison					2001 Sch. Yr
Federal Way	Totem Jr. High	6	1 Year	6/8/2000	End of 2000
					2001 Sch. Yr
	Public Academy	2	1 Year		

CHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Reardan-	District	3	1 Year	6/8/2000	End of 2000
dwall					2001 Sch. Yr.
ederal Way	Adelaide Elem.	5	1 Year	8/25/2001	End of 2000
	Brigadoon Elem	7	1	"	2001 Sch. Yr.
-	Camelot Elem.	6	1	"	
-	Green Gables	8	1	11	
-	Lake Dolloff Elem	4	1	"	
-	Lake Grove	6	1	11	
•	Lakeland Elem	4	1	"	
•	Mark Twain	7	1	"	
•	Meredith Hill	6	1	"	
•	Mirror Lake	4	1	"	
	Nautilus	7	1	"	
	Panther Lake	3	1	"	
	Rainier View	6	1	11	
	Silver Lake Elem	6	1	"	
	Star Lake Elem	9	1	14	
	Twin Lakes Elem	5	1		
	Valhalla Elem	7	1	11	
	Wildwood	8	1	"	
	Woodmont	6	1	"	
	Lakota Junior Hi		1	"	
	Sacajawea Jr Hi	5	1	"	
	Saghalie Jr Hi	4	1	"	
	Federal Way Hi	10	1	"	
Grand Coulee	District	6	1 Year	8/25/2001	End of 2000
			·		2001 Sch. Yr
Grapeview	District	2	1 Year	8/25/2001	End of 2000
•					2001 Sch. Yr
Keller	District	4	1 Year	8/25/2001	End of 2000
					2001 Sch. Yr
Nespelem	District	6	1 Year	8/25/2001	End of 2000
•					2001 Sch. Yr
Walla Walla	District	2	1 Year	10/25/2000	End of 2000
					2001 Sch. Yı
North Mason	District	2	1 Year	1/10/2001	End of 2000
					2001 Sch. Yı
Orting	District	1	1 Year	1/10/2001	Endof 2000
·····9					2001 Sch. Y
Central Valley	District	3	1 Year	3/28/2001	End of 2001
Jona vanoj					2002 Sch. Y
Colville	District	5	1 Year	3/28/2001	End of 2001
					2002 Sch. Y
Hood Canal	District	5	1 Year	3/28/2001	End of 2001
i ioou Callai	District				2002 Sch. Y
Mansfield	District	4	1 Year	3/28/2001	End of 2001
IVIAIISIICIU	District			1	2002 Sch. Y

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Medical Lake	District	2	1 Year	3/28/2001	End of 2001
					2002 Sch. Yr.
Newport	District	4	1 Year	3/28/2001	End of 2001
Nowport	Diction				2002 Sch. Yr.
Onion Creek	District	5	1 Year	3/28/2001	End of 2001
Omon Oreek	Diotriot				2002 Sch. Yr.
Orient	District	5	1 Year	3/28/2001	End of 2001
Onem	District		1 1001	0.20,200.	2002 Sch. Yr.
Sunnyside	District	7	1 Year	3/28/2001	End of 2001
Sumiyside	District		1 1001	0.20.200	2002 Sch. Yr.
Wahkiakum	District	4	1 Year	3/28/2001	End of 2001
vvankiakum	DISTRICT	4	i i cai	3/20/2001	2002 Sch. Yr.
O and a left	Districts	-	1 Year	5/9/2001	End of 2001
Garfield/ Palouse SDs	Districts	3	i feai	3/9/2001	2002 Sch. Yr.
			47/	E (0/2004	End of 2001
Mount Baker	District	4	1Year	5/9/2001	2002 Sch. Yr.
				5/0/0004	
Anacortes	High School	3	1 Year	5/9/2001	End of 2001
			·		2002 Sch. Yr.
Burlington-	District	2	1 Year	5/9/2001	End of 2001
Edison		<u> </u>			2002 Sch. Yr.
Concrete	District	2	1 Year	5/9/2001	End of 2001
					2002 Sch. Yr.
Easton	District	7	1 Year	5/9/2001	End of 2001
					2002 Sch. Yr.
Federal Way	Adelaide	4	1 Year	5/9/2001	End of 2001
•	Brigadoon	7	1		2002 Sch. Yr.
	Camelot	4	1		
	Enterprise	7	1		
	Green Gables	7	1		
	Lake Dolloff	5	1		
	Lakeland	4	1		
	Mark Twain	4	1		
	Meredith Hill	4	1		
	Nautilus	3	.1		
	Olympic View	4	1		
	Sherwood Forest	6	1		
	Star Lake	6	1		
	Twin Lakes	5	1		
	Valhalla	7	1		
	Wildwood	5	1		
	Fed. Way Pub. Ac	2	1		
Federal Way	Kilo Jr. Hi	3	1		
	Lakota Jr. Hi	4	1		
		5	1		
	Totem Jr. Hi	4	1		
	Fed. Way High	5	1		
Mukilteo	District	2	1 Year	5/9/2001	End of 2001
Intraction	1 2.001100				2002 Sch. Yr.

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Selkirk	District	3	1 Year	5/9/2001	End of 2001
- F					2002 Sch. Yr.
/alley	District	4	1 Year	5/9/2001	End of 2001
	Diotiret				2002 Sch. Yr.
Grandview	District	4	1 Year	6/15/2001	End of 2001
Statication	Diotriot	·			2002 Sch. Yr.
Kettle Falls	District	4	1 Year	6/15/2001	End of 2001
Culo i alio	Diotriot	-			2002 Sch. Yr.
Loon Lake	District	3	1 Year	6/15/2001	End of 2001
LOON Lake	District				2002 Sch. Yr.
Othello	District	6	1 Year	6/15/2001	End of 2001
Cillello	District	 	1 100.		2002 Sch. Yr.
Riverside	District	2	1 Year	6/15/2001	End of 2001
Riverside	DISTRICT	1	1 1001	0,10,200	2002 Sch. Yr.
Fadaral May	Lake Grove	3	2 Years	8/24/2001	End of 2002-
Federal Way	Rainier View	5	2 Years	"	2003 Sch. Yr.
ŀ		4	2 Years	"	2000 00
-	Sacajawea Woodmont	2	2 Years	11	
Orand Caulas		4	2 Years	8/24/2001	End of 2002-
Grand Coulee	District	+	2 16413	0/24/2001	2003 Sch. Yr.
IZ-U	District	3	2 Years	8/24/2001	End of 2002-
Keller	District	1 3	Z Teals	0/24/2001	2003 Sch. Yr.
	District.	 	2 Years	8/24/2001	End of 2002-
Nespelem	District	7	2 Teals	0/24/2001	2003 Sch. Yr.
			2 Years	8/24/2001	End of 2002-
Northport	District	2	2 Teals	0/24/2001	2003 Sch. Yr.
			0.7/2.222	8/24/2001	End of 2002-
North Thurston	So. Sound High	2	2 Years	0/24/2001	2003 Sch. Yr.
			0 1/2 2 2 2	8/24/2001	End of 2002-
Orting	District	1	2 Years	8/24/2001	2003 Sch. Yr.
			2)/	0/04/0004	End of 2002-
Sultan	District	5	2 Years	8/24/2001	2003 Sch. Yr.
				0/04/0004	
Tacoma	TacomaSota	23	3 Years	8/24/2001	End of 2003
				10/0//000/	2004 Sch. Yr
Mansfield	District	4	3 Years	10/24/2001	End of 2003
			· ·		2004 Sch. Yr
Mabton	District	3	3 Years	10/24/2001	End of 2003
					2004 Sch. Yr.
West Valley	District	3	3 Years	10/24/2001	End of 2003
(Yakima)					2004 Sch. Yr.
Burlington-	K8	2	3 Years	1/14/2002	End of 2003
Edison	9 through 12	3			2005 Sch. Yr
North Mason	District	2	3 Years	1/14/2002	End of 2004
					2005 Sch. Yr
Adna	District	4	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr
Blaine	District	3	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Colville	District	5	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr.
Mount Baker	District	4	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr.
Medical Lake	District	2	3 Years	3/20/2002	End of 2004
				***************************************	2005 Sch. Yr.
Newport	District	4	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr.
Northshore	District	5	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr.
Selkirk	District	3	3 Years	3/20/2002	End of 2004
-					2005 Sch. Yr.
Sunnyside	District	7	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr.
Wahkiakum	District	4	3 Years	3/20/2002	End of 2004
					2005 Sch. Yr.
Anacortes	District	3	3 Years	5/20/2002	End of 2004
					2005 Sch. Yr.
Concrete	District	2	3 Years	5/20/2002	End of 2004
-		-			2005 Sch. Yr.
Grandview	District	4	3 Years	5/20/2002	End of 2004
					2005 Sch. Yr.
Hood Canal	District	5	3 Years	5/20/2002	End of 2004
					2005 Sch. Yr.
Mossyrock	District	2	3 Years	5/20/2002	End of 2004
_					2005 Sch. Yr.
Mukilteo	District	2	3 Years	5/20/2002	End of 2004
					2005 Sch. Yr.
Naches Valley	District	2	3 Years	5/20/2002	End of 2004
_					2005 Sch. Yr.
North Kitsap	District	2	3 Years	5/20/2002	End of 2004
					2005 Sch. Yr.
Onalaska	District	2	3 Years	5/20/2002	End of 2004
					2005 Sch. Yr.
Onion Creek	District	5	3 Years	5/20/2002	End of 2004
	21011101				2005 Sch. Yr.
Orient	District	5	3 Years	5/20/2002	End of 2004
-					2005 Sch. Yr.
Othello	District	6	3 Years	5/20/2002	End of 2004
	Diotriot		0.000		2005 Sch. Yr.
Sedro Woolley	District	1	3 Years	5/20/2002	End of 2004
Cours Wooms,	Biotriot				2005 Sch. Yr.
Valley	District	4	3 Years	5/20/2002	End of 2004
L	District		0 . 0	1	2005 Sch. Yr.
Central Valley	District	3	3 Years	6/20/2002	End of 2004
-	District		0.00.0	† · · · · · · · · · · · · · · · · · · ·	2005 Sch. Yr.
Easton	District	3	3 Years	6/20/2002	End of 2004
	DISTRICT		1	1	2005 Sch. Yr.

SCHOOL DIST.	SCHOOL	Days Waived	Length of Waiver	Date Granted	Expiration
Federal Way	District	4	3 Years	6/20/2002	End of 2004
1					2005 Sch. Yr.
Garfield Palouse	District	3	3 Years	6/20/2002	End of 2004
					2005 Sch. Yr.
Kettle Falls	District	5	3 Years	6/20/2002	End of 2004
rouser and					2005 Sch. Yr.
Loon Lake	District	3	3 Years	6/20/2002	End of 2004
Loon Lake	Diotriot				2005 Sch. Yr.
Wishkah Valley	District	5	3 Years	6/20/2002	End of 2004
VVISIIKali Valicy	District				2005 Sch. Yr.
Zillah	District	3	3 Years	6/20/2002	End of 2004
Ziliali	District		0 100.0		2005 Sch. Yr.
College Place	District	4	3 Years	8/23/2002	End of 2004
College Place	DISTRICT	-	0 10010	0/20/2002	2005 Sch. Yr.
0-1	Dietriet	3	3 Years	8/23/2002	End of 2004
Columbia	District	3	3 16013	0/20/2002	2005 Sch. Yr.
(Walla Walla)	5: 1: 1		2 Voors	8/23/2002	End of 2004
Everett	District	3	3 Years	0/23/2002	2005 Sch. Yr.
			2)/	0/00/0000	End of 2004
Mary Walker	Springdale MS	3	3 Years	8/23/2002	2005 Sch. Yr.
				0 (00 (0000	1
Ocean Beach	Ilwaco Jtr/Sr	3	3 Years	8/23/2002	End of 2004
	Tloho-nipts Alt Sch				2005 Sch. Yr.
Rosalia	District	2	3 Years	8/23/2002	End of 2004
					2005 Sch. Yr.
Seattle	District	2	3 Years	8/23/2002	End of 2004
					2005 Sch. Yr.
Arlington	District	2	3 Years	10/23/2002	End of 2004
Ŭ					2005 Sch. Yr.
Shoreline	District	2 days 02/03	2 Years	1/3/2003	End of 2003
		3 days 03/04	1		2004 Sch. Yr.
Chewelah	District	3	3 Years	3/20/2003	End of 2005
Onowolan					2006 Sch Yr.
Mossyrock	District	4	3 Years	3/20/2003	End of 2005
Wiossyrook	<u> </u>				2006 Sch. Yr.
Report as of Ma	roh 2002				
Report as or wa	101 2003				
					

WAC 180-18-010 Purpose and authority. (1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW 28A.305.140 and 28A.655.180(1).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6). 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.140 and 28A.630.945. 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement. (1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.150.220(5) and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

2/11/2002

WAC 180-18-050 Local restructuring plan requirements to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

- (a) Identification of the requirements to be waived;
- (b) Specific standards for increased student learning that the district expects to achieve;
- (c) How the district plans to achieve the higher standards, including timelines for implementation;
- (d) How the district plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and
- (f) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.
- (2) The application for a waiver and all supporting documentation must be received by the state board of education at least thirty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

WAC 180-18-060 Waiver renewal procedure. Waiver requests related to WAC 180-18-040 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 may be renewed up to three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

[Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-060, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-060, filed 10/2/95, effective 11/2/95.]

School-Day-As Related to Teacher Waivers

(WAC 180-44-050)

Teachers and other certified personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty minutes before the opening of school in the morning and at least thirty minutes after the closing of school in the afternoon. Refer to State Board of Education Policy WAC 180-44-050.

In March 1991, the State Board of Education adopted amendments to WAC 180-44-050 to allow flexibility of the 30 minutes before and after school time so that schools could arrange schedules to fit the needs of patrons and school staff.

The waiver option requires school districts to give written assurance that appropriate supervision of students will be maintained and that procedural guidelines be adhered to prior to waiver consideration approval. The waiver option is consistent with State Board of Education support of schools to allow greater flexibility in exercising local control over time allocations.

Since the 1991 school year, there have been 170 waiver requests from 70 school districts. Eleven waivers have been granted since May 2001. Please see the attached log of waivers granted by the State Board of Education since 1991.

School-Day-As Related to Teacher 30 Minutes Before and After Waivers

School	District/Building	Date Granfed	Date Expired	Notes
Aberdeen	McDermoth Elem	1/96	86/9	Move 10 min of after school time to instructional day
Arlington	All Secondary	7 /95	86/9	Flexibility due to over capacity
Arlington	Arlington High Sch	10/01	6/04	Flexibility due to over capacity
Auburn	District	10/01	6/04	25 minutes after school time
Bellingham	District	1/96	86/9	Extend instructional day 4 to 7 minutes
Bremerton	District	11/92	96/9	Reduce 5 min. at end of day. Add to Wed afternoon
Bremerton	District	8/02	9/02	Reduce 5 min. at end of day. Add to Wed affernoon
Bethel	Centennial Elem.	6/92	96/9	Reduce 30 min. per day for 4 days. Add to 5 th day
Bethel	District	11/94	26/9	45 min and 15 min block depending on school site
Bethel	District	10/99	6/02	Flexibility of time to not overlap academy time
Cape Flattery	Neah Bay	8/02	9/02	30 after plus 40 min planning into school day
Cascade	Icicle River Mid Sch	1/01	6/04	10 minutes from before school into school day
Cascade	Icicle River Mid Sch	6/02	9/02	10 minutes from before school into school day
Castle Rock	High School	26/6	00/9	40 min prior to school and 15 min after school
Central Kitsan	District	96/5	66/9	Reallocate up to 10 minutes into instructional day
Central Kitsan	District	66/8	6/02	Reallocate up to 15 minutes into instructional day
Central Kitsap	District	5/02	9/02	Reallocate up to 15 minutes into instructional day
Contact Vollor	Dietriot	1/95	26/97	20 min planning time before and after school
Central Valley	District	86/9	6/01	20 minutes planning time before and after school
Central Valley	District	3/01	6/04	20 minutes planning time before and after school
Clarkston	Grantham Elem	3/96	66/9	Start 8 min earlier and end 8 min later.

Nickel of	District/Building	Date Gronted	Date Exnired	Notes
Finley Finley	Secondary District	11/92	6/95 6/00	Reduce 20 min at end of day. Add to beginning 60 min before and after flexibility.
Finley	District	1/00	6/03	Flexibility no greater than 10 minutes.
Franklin Pierce	District	8/00	6/03	Shift 45 minutes either before or after
Freeman	District	11/95	86/9	Move 10 min after school into instructional day, add
Freeman	District	1/99	6/01	16 min to instructional day
Grandview	District All Elementary	3/93	86/9 86/9	Elem reallocate 15 min. Add to Friday Start 15 min earlier and release early on Friday
		1/00	6/03	30 minutes to early release time
Granger Hockinson Issaquah	District High School District	5/02 10/01	6/05 6/04	20 min from before, 25 min from after –Gain 1 hr 30 min/week 16 minutes from before school to Wed afternoons
Kent	Kent-Meridian HS	2/96	66/9	4-block schedule. Reduce 15 min before school time
Kent	Meridian Jr Hi	16/1	00/9	4 period block. 5 min from before and after school
Kent	Kentlake High	1/97	00/9	4 period trimester 15 min from before and after time
Kent	Meridian	26/6	00/9	15 min before and after to align all HS ending time
Kent	Kentwood	26/6	00/9	15 min before and after to align all HS ending time
Kent	Kentlake	86/8	6/01	Reduce music teacher's time in a.m.
Kent	Kentwood	2/00	6/03 6/03	15 min before and after into instructional day
				ni di atalah Tilamihilitu oftimo
Kiona-Benton	High School	1/99	6/01	block schedule. Flexionity of time.
Kiona-Benton Kiona-Benton	High School High School	2/99	6/03	14 minutes from end of day

District	District/Building	Date Granted	Date Expired	Notes
Lake Washington	Juanita High	1/93	\$6/9	Reduce 15 min before & after
Longview	District	11/91	6/94	Reduce 5 min. Provide 2 hr. blocks or ½ days to plan.
	Isom Intermed	1/96	86/9	Move 15 min from end of day to beginning of day
Lynden I ynden	Isom Intermed	1/97	66/9	45 min before and 15 min after
Lynden	High School	1/97	66/9	Flex time at end of day
Lynden	Isom Intermed	1/98	00/9	45 minutes before and 15 after time
Lynden	Vossbeck	1/98	00/9	45 minutes before and 15 after time
Lynden	Middle School	1/98	00/9	25 minutes before and 45 after
Lynden	High School	1/98	00/9	25 minutes before and 35 after
Lynden	Vossbeck	1/00	6/03	45 minutes before and 15 after time
Lynden	Isom Intermed	1/00	6/03	45 minutes before and 15 after time
Lynden	Middle School	1/00	6/03	25 minutes before and 45 after time
Lynden	High School	1/00	6/03	25 minutes before and 35 after time
Lynden	Fisher Elem	1/03	90/9	15 minutes from end to before time
Lynden	Vossbeck & Isom	1/03	90/9	15 minutes from end to before time
Mabton	District	1/00	6/03	Flexibility of time and to lengthen day 16 minutes
Mery M Knight	District	1/99	6/01	Flexibility of 5 min before and after and Fri schedule
Mary M.Knight	District	10/01	6/04	Flexibility of 5 min before and after and Fri schedule
Mead	District	10/01	6/04	15 minutes before and 45 after time
Medical I aba	District	1/94	96/9	20 min from end of day to provide time before school
Mercer Island	District	1/03	6/05	15 minutes each day from before to after into school day
Merce Island	District	1/97	66/9	Flex time at each building on as-needed basis
Moses I ake	High School	3/01	6/04	4 period day. 30 minutes before and 15 after school
North Beach	SH/SM	9/95	86/9	15 min after school to 45 before for restructuring
North Franklin	Basin City Elem	26/6	00/9	5 min from before school and 10 min from after school

School	District/Building	Date Granfed	Date Expired	Notes
Visition Viscon	District	5/63	46/9	4 period day. Reduce 5 min after school
North Witsap	High School	96/2	66/9	_
North Vitean	High School	66/5	6/02	5 minutes from end of day
North Vitsap	High School	5/02	9/09	5 minutes from end of day
North Mason	High School	9/92	96/9	4-period day. Reduce 15 min after school.
North Mason	High School	9/95	86/9	Renewal of 1992 waiver
North Mason	High School	86/9	6/01	Renewal of 1995 waiver
North Mason	High School	1/0	6/03	Renewal of 1998 waiver
				The state of the s
North Thurston	Horizons Elem.	6/92	96/9	Reduce 15 min per day for 4 days. Add to 5" day.
North Thurston	Chinook MS	3/93	96/9	½ staff 20 min from beginning to end of day
				1/2 staff 20 min from end of day
North Thurston	N. Thurston HS	3/93	96/9	6 min before each day to end of day on Tuesdays
North Thurston	River Ridge	3/93	96/9	5 min before school each day to end of each day
North Thurston	New Century HS	5/94	26/9	Move 15 min from end of day to beginning
North Thurston	All Elementary	7/94	26/9	45 min before and 15 min after for common planning
North Thurston	New Century	66/9	6/01	Move 15 min from end of day to beginning
North Thurston	New Century	66/8	6/02	Move 15 min from end of day to beginning
North Thurston	River Ridge	66/8	6/02	Move 15 minutes from before to after school time
Omak	High School	66/9	6/01	16 minutes of after school time reallocated
			!	the contract of the contract o
Peninsula Peninsula	District High School	9/94 7/95	6/97 86/9	45 in at beginning of day for team development 4 period day. Reduce 5 min at beginning of day
		0	2013	Deallocate as needed for teacher in-service time
Prosser	District District	7/97	00/9	Flexibility to move as much as 30 min as needed
Prosser	District	1/00	6/03	Flexibility to move as much as 30 min as needed

District nequest	Date Granfed	Date Expired	Notes
	00	6/02	20 minute flexibility per day
rapical Licin	8 8	20/9	20 minute flexibility per day
Wiley Elem	3 5	70/0	20 minute flexibility ner day
Richland Badger Mtn, Tapteal & I/U1	10	9/04	20 initiate necionaly per day
Wiley Elementary	11/02	\$6/9	Exchange 30 min before or after for lunch
Kidgeneld District 11/9	11/94	26/9	Move 30 min after school to 30 min before
West Seattle HS 5/94	94	26/9	4 period day. Reduce 5 min from beginning of day
	10/99	6/02	17 minute flexibility
Trongham	(00,	6/03	17 minute flexibility
West Coutle HC	00,	6/03	4 neriod day. Reduce 5 min from beginning of day
West Seattle 113	50,00	50/9	5 minutes before to instructional day
West Seattle IIS	1 5	6/00	15 minutes from heginning of day to conference
High School	66	000	15 minutes from beginning of day to conference
Sedro-Woolley High School 8/00	90	6/03	13 minutes moin degiming or day to concrete.
1 ince Intermed 9/93	63	96/9	Reallocate 15 min per day before school
	194	26/9	45 at beginning of day for common planning
	70/	00/9	Reduce 15 min after time to extend morning time
nermed	16/	6/01	Add 15 min to each day 15 min from before & after
	86.	10/0	Add 10 min to cach ada, 10 min rom control of the school time
District 5/99	2/99	20/9	15 min from delore and alter school time
District 5/01	/01	6/04	15 min from betore and after school time
i i	00/0	6/01	Flexibility of 20-30 minutes
sh District	8/02	50/9	Bank 10 minutes after Mon thru Thursday
District	70,	60/0	Destructured schedule 71 min common planning
Steilacoom High School //9	1611	00/0	Nest detailed seriedate.

School	District/Building	Date	Date	Notes
District	Request	Granted	Expired	
Sultan	Gold Bar Elem	1/94	96/9	15 min from end of day
Sultan	Sultan Elem.	1/94	96/9	15 min from end of day for Wednesdays only
Sultan	MS/HS	3/94	96/9	Time at end of day to beginning for meetings
Sultan	Sultan Elem	1/98	66/9	Flexibility of three options for teachers
Sultan	Gold Bar Elem	1/98	66/9	60 minutes before school and ten minutes after
Sultan	Gold Bar Elem	66/9	6/01	60 minutes before school and ten minutes after
Sultan	Elementary	1/00	6/02	Flexibility of scheduling time
Sunnyside	District	10/01	6/04	Flexibility of scheduling 30 min for planning time
Tacoma	Bryant Elementary	96/L	66/9	30 min before & 5 min after. Extend day 30 min
Tacoma	Middle Schools	66/9	00/9	45 minutes before and 15 minutes after
Tacoma	TacomaSOTA	8/01	6/04	15 minutes before and after school
Tenino	District	3/01	6/04	Flexibility of time at each school
Tonasket	MS/HS	86/8	6/01	10 minutes from before and after
Tonasket	MS/HS	86/8	6/02	10 minutes from before and after
Tonasket	MS/HS	00/8	6/03	10 minutes from before and after
Tonnenish	P_5 th	86/8	6/01	60 minutes before school
Toppemen	High School	3/00	6/03	15 minutes before and after school time
Loppomer. Furtiwater	East Olympia Elem	1/03	9/09	20 minutes from end of day to before
Tri-Tech Skills Cutr	Kennewick (Host)	26/6	00/9	20 min of after school time reallocated to 45 at end
Tri-Tech Skills Cntr	Kennewick (Host)	8/00	6/03	20 min of after school time reallocated to 45 at end
Vancouver	Ft Vancouver Hudson's Bay HSs	96/5	66/9	Reduce before and after time by 5 minutes
Wahluke	District	10/99	6/02	15 minutes from after to before school time

School	District/Building	Date	Date	Notes
District	Request	Granted	Expired	
Wapato	All Elementary	1/96	86/9	45-50 min before school and 10-15 minutes after
Washougal	High School	26/1	86/9	6 period to 4 period day. 10 min from before
Washougal	High School	1/00	6/02	10 minutes to lunch period
White River White River	District District	1/97 11/97	00/9 66/9	30 min to end of day each Friday 20 to 30 minutes each Friday to staff meeting time
Yelm	High School	1/99	6/01	45 minutes before and after
Zillah	High School	2/97	00/9	5 minutes from beginning of day to end of day

Since the 1991 school year, there have been 170 waiver requests from 70 school districts. Eleven waivers have been granted since May 2001.

March 2003

- WAC 180-44-050 Regulatory provisions relating to RCW 28A.305.130(6) and 28A.600.010 School day as related to the teacher. (1) Teachers and other certificated personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty minutes before the opening of school in the morning and at least thirty minutes after the closing of school in the afternoon.
- (2) A district may apply for a waiver from the provisions of this section. The state board may grant a waiver if the district demonstrates the need for the waiver by meeting the procedural criteria of developing a local plan which identifies: The rationale and justification for the need for the waiver; an explicit statement as to how the "before and after" thirty minutes will be reallocated, and district assurance that the reallocated time will be used to enhance the educational program for all students; the goals and objectives, and anticipated outcomes associated with the proposed reallocation. Additionally, each district shall supply written assurance that appropriate supervision of students will not be curtailed. Each approval shall be valid for three school years.

[Statutory Authority: RCW 28A.600.010. 91-08-055, § 180-44-050, filed 4/2/91, effective 5/3/91; SBE 44-4-24, filed 3/29/65, effective 4/29/65.]

Assignment of Classroom Teachers And Out-of-Endorsement Waiver Assignments

(WACs 180-82-105, 180-82-110, and 180-82-135)

Assignment of classroom teachers within districts is described in State Board of Education Policy WAC 180-82-105. School districts are able to make exceptions to the assignment policy by means of out-of-endorsement waivers available through SBE Policies WACs 180-82-110 and WAC 180-82-135. (See attached.)

Prior to the fall of 1997, districts petitioned the State Board of Education for a waiver to assign an individual of his/her endorsed subject area. Beginning with the 1997-1998 school year, local school districts, through school board action, were given the authority to grant out-of-endorsement waivers to individual teachers. The State Board of Education felt that principals, human resource staff, and other school administrators would make the best and most responsible assignment decisions for their school districts.

If a local board feels that a teacher has the competencies to teach out of his/her endorsed area, they may so assign a teacher within those conditions set forth in WAC 180-82-105 and WAC 180-82-110. If a teacher is not appropriately assigned, the local school board and administrators are accountable to their local parents and community.

Out-of-endorsement waivers must be reported annually to the State Board of Education for each teacher so assigned the <u>previous school year</u>. Such reporting is done on the Minimum Basic Education Requirement Compliance FORM 1497.

See the attached pages for the number of out-of-endorsement assignments reported by school districts for the 2001-2002 school year.

Out-of-Endorsement Assignments Approved by Local School Districts For School Year 2001-2002

Total out-of-endorsement waivers granted to individual teachers by local school districts: **349**

Number of school districts that granted waivers: 106

As of October 2001 the 296 school districts in Washington reported 1,010,167 students enrolled in 2,146 public school buildings.

Total number of classroom teachers 2001-2002 school year:

TOTAL	58,919
Support Services	6,545
Other Teachers	4,721
Secondary	21,018
Elementary	26,635

Out-of-Endorsement Waiver Totals from 1992-1993 through 2001-2002 school years:

	92-93	93-94	94-95	95-96	96-97
# Waivers Reported	66	36	49	71	89
# Districts Reported	44	28	37	56	55
	97-98	98-99	99-00	00-01	01-02
# Waivers Reported	97-98 80	98-99 109	99-00 104	00-01 194	01-02 349

Washington State Board of Education

Out-of-Endorsement Waivers Approved by Local School Districts 2001-2002 School Year

School Districts Reporting - 106
Total Waivers Approved for Individual Teachers - 311
Total Waivers Approved for Subject Areas - 349

Arts (Drama, Dance, etc.) = 20

Counseling = 2

Early Childhood = 2

Elementary Education = 10

English as a Second Language = 4

Family Consumer Science = 4

Foreign Language = 16

General Studies = 6

High School Integrated Curriculum = 3

Language Arts (English, Reading, Speech, etc) = 43

Library Media = 10

Math (Applied, Intermed., Algebra, etc.) = 47

Middle School Curriculum = 1

Music = 7

PE/Health = 35

Psychology/Sociology = 3

Science = 22

Shop = 4

Social Studies = 24

Special Education = 80

Technology = 6

Out of Endorsement Assignments Reported for 2001-02 School Year (Approved by Local School Districts)

	School Year	Subject Area(s)	Grade Level(s)
District	2001-02		
\dna	1 1	English	l 9
Arlington	2	Math	K-12
Annigion	 	Biology	10
A ubusa	1 1	Early Childhood	P-K
Aubum Pottle Cround	1 1	Special Education	9 thru 12
Battle Ground	17	Math	6
Bellevue	 '' 	Drama 1 & 2	6 thru 8
	 	Language Arts	6
	-	Visual Arts	6 thru 8
	 		6 and 7
	ļ	Dev. Reading	6 thru 8
		Drama 1	8
	<u> </u>	Spanish 1	6 thru 8
		Applied Technology	
		Health	10
		Debate & Speech	9
		Photography	9 thru 12
		Health	10
		ESL	9 thru 12
		Japanese	9 thru 12
		Psych IB/Psych	9 thru 12
		Psychology	9 thru 12
		Drama	9 thru 12
Bellingham	3	Social Studies	9 thru 12
		Health	7 and 8
		Science	9 thru 12
Bethel	3	Math 1 & Basic Math	9
		Special Education	10 thru 12
		Humanities/Com Arts	7 thru 9
Brewster	1	Music & Humanities	5 thru 12
Bridgeport	2	Weight Train/Reading	HS/MS
Diagoport	+ -	Reading/Fam-Con Sci	HS
Camas	1 1	Special Education	7 thru 9
Centralia	1 1	Physics/Chemistry	9 thru 12
	4	Japanese	7 and 8
Central Kitsap	+ + +	Social Studies/Debate	9 thru 12
		Japanese Japanese	7 thru 12
	 	Spanish	10 thru 12
	 		10 thru 12
Central Valley	2	Library Media	9
	 	Beginning French	9 thru 12
Cheney	1 1	World History	
Chewelah	1	Special Education	6 thru 8
Chimicum	3	General Math	9 and 10
		General Math	9 and 10
		Yearbook	9 thru 12
Cle Elum	1 1	Library	9 thru 12

	School Year	Subject Area(s)	Grade Level(s)
District	1 eal 2001-02	Vicals)	— veila)
Columbia 206	1 1	Algebra	6 thru 12
Coupeville	+ 1 +	General Math	9
Curlew	+ ; +	Art	9 thru 12
Cusick	+ 1 +	English/History	7 and 8
Darrington	+ ; +	Liighsia natory	7 4.14 5
Dayton	2	All Elem. Subjects	K thru 8
Dayton		PE	7 and 8
Deer Park	2	Computers	7
Jeel Palk	 	Spanish	9 thru 12
Na-ingar	1 1	Special Education	4 and 5
Dieringer	5	Alternative High Prog	9 thru 12
Eastmont	 3 	Librarian	K-5
		Librarian	K-5
			K-3
		Music	K-5
		Physical Education	
Edmonds	7	Trans Spec Ed	4 thru 6
		Spanish	7 and 8
		Mathematics	9 thru 12
		Special Education	4 thru 6
		PE (Yoga)	9 thru 12
		Math/Reading	9
		PE (Aerobic Cond)	9 thru 12
Entiat	1	Geometry/Algebra	9 thru 12
Enumclaw	4	Math	9 thru 12
		Language Arts	.7
		Librarian	4 and 5
		Special Education	7 and 8
Ephrata	2	ESL	9 thru 12
		PE	9 thru 12
Everett	2	Special Education	1 thru 5
		Earth & Gen Science	9 and 10
Federal Way	9	ESL Reading	HS
r oddiai tray	 	ESL	HS
		ESL Reading	HS
		Math/Calculus	HS
		General Studies	HS
Einloy	2	PE	7
Finley		English	9
Canaita Estla	3	Integrated Math 1	9 and 10
Granite Falls	- 3	Counselor	3 thru 5
		Physical Science	7 and 8
		rnysical Science	I allu o

	School Year	Subject Area(s)	Grade Level(s)
District	2001-02	D Alb 8 DF	6 and 7
lighland	7	Pre-Algebra & PE	9 thru 12
		PE/Health/Cond.	9 thru 12
		Pre-Alge/History/PE	
· · · · · · · · · · · · · · · · · · ·		Physics	9 thru 12
		Computers/Voc Skills	7 and 8
		Basic Math/Vocabulary/Drama	6
		Basic Math	7
lighline	3	Elementary Education	4
		Special Education	Secondary
		Special Education	Elementary
nchelium	1	Accounting	11 and 12
ssaquah	7	MS Leam Res Ctr II	MS
	- •	Reading	Elementary
		French	HS
-		Math	HS
		HS Leam Res Ctr I	HS
		Elem Leam Res Ctr II	Elementary
		English	HS
Kelso	5	Journalism	9
10.00		General Music	K-6
		Physics	10 thru 12
		Careers Class	9
		Special Education	10 thru 12
Kennewick	7	Special Education	K-5
Veilliemick	- '	Special Education	9 thru 12
	_	Special Education	9 thru 12
		Special Education	6 thru 8
		Special Education	K-5
		Special Education	K-5
			6 thru 8
		Special Education	4
Kent	2	Elementary Education	
		Librarian	7 thru 9
LaConner	1	Shop/Pre-Algebra	6 thru 12
Lake Washington	3	Special Education	7 thru 9
		Special Education	K-6
		Special Education	K-6
Liberty	1	Pacific NW History	8
Lind	1	Art	7 thru 12
Lopez Island	2	Math	6 thru 8
		Math/Sci/Soc Studies	6 thru 8
Lynden	1	Librarian	9 thru 12
Mary M Knight	1	Art	9 thru 12
Marysville	3	Special Education	K-5
		Special Education	10 thru 12
	1	Special Education	6 thru 8
Mead	1 1	Japanese	9 thru 12

	School	Subject	Grade
	Year	Area(s)	Level(s)
District	2001-02	Math	7 and 8
Methow Valley	3	PE	7 and 8
			Elementary
Verteens		Special Education	7 and 8
Montesano	1 2	Special Education Math	6 thru 8
Mount Adams		Counseling	9 thru 12
M. I.:Wa a			9 thru 12
Mukilteo	4	Special Education	
		Special Education	Preschool
		Special Education	9 thru 12
		Special Education	6 thru 8
Nooksack	1 1	Special Education	6 thru 8
North Kitsap	7	Language Arts	7
		Language Arts	9
		Art	8
		Mathematics	9
		PE PE	8
		Gen Sci/Bus Math	10 thru 12
		Art	10 thru 12
North Mason	1 1	Spanish	9 thru 12
Northport	6	Family Consumer Sc	9 thru 12
		Sports History	9 thru 12
		Applied Math	9 thru 12
		Art	6 thru 12
		Ceramics (Art)	9 thru 12
		PE	9 thru 12
North River	1 1	Eng/Beg Spanish	9
Oak Harbor	8	Health	8
		Reading	7
		Reading	7
		Chemistry/Math	9 thru 12
		Health	6 thru 8
		Pacific NW History	8
		Social Studies	6
		Health	8
Ocean Beach	1	English	9 thru 12
Ocosta	1	World Geography	9 thru 12
Okanogan	1	Special Educaton	7 thru 12
Oroville	2	Family Consumer Sc	7 and 8
		Woodshop	7 and 8
Orting	1	Trans Math/Algebra	9
Othello	2	General Math	9 thru 12
		Health	9 thru 12
Pasco	4	Special Education	6 thru 8
		Special Education	7 and 8
		Math/ESL	1
		1st Grade Curr	1

	School	Subject	Grade
	Year	Area(s)	Level(s)
District	2001-02		
		English	9 thru 12
		PE	6 thru 8
Peninsula	8	Pacific NW Hist/World Geo	9
		Eng/Pacific NW Hist	9
		English	9
		English	9
		Ecology/Biology	HS
		Eng/Pacific NW Hist/Geo	9
		Pacific NW Hist/World Geo	9
		World Studies	9
Pioneer	1	Dev. Preschool Cur.	Preschool
Port Angeles	2	Health	9 thru 12
		Health	9 thru 12
Port Townsend	1	Special Education	Pre-K
Prosser	4	Sociology	11 and 12
		World History	10
		Special Education	Preschool
		Health	9 thru 12
Pullman	1	Jazz/Concert Bands	9 thru 12
Puyallup	6	Special Education	7 thru 9
		Special Education	1 thru 6
		Special Education	7 thru 9
		Math	7 thru 9
		Special Education	10 thru 12
	·	Special Education	7 thru 12
Quilcene	1	PE	9
Quinault Lake	1 1	Special Education	K-6
Renton	4	Drama	9 thru 12
Concorr		Special Education	9 thru 12
		Physics	11 thru 12
		Special Education	9 thru 12
Richland	12	English	9 thru 12
I VOIDING	- '-	Language Arts	9 thru 12
	1	ESL	9 thru 12
	-	Math	6 thru 8
		PE	6 thru 8
	_	Technology	6 thru 8
	<u> </u>	Special Education	6 thru 8
	1	Special Education	9 thru 12
	1	Special Education	K-8
		Special Education	6 thru 8
·		Special Education	6 thru 8
		Special Education	K-5
Ritzville	+ 1	PE	K-3
Riverview	+ ;	Music/General Elem	K-3
Seattle	1 2	Early Childhood Ed	K
I SASTILA			

	School Year	Subject Area(s)	Grade Level(s)
District	2001-02	Special Education	K
Sedro Woolley	5	Art	HS
Snohomish	1 3 1	Woodshop/Metal	HS
		Special Education	HS
	-		MS
		Reading	MS
		Reading	9
South Bend	1 1	English French 1	9
outh Kitsap	10		1
		1st Grade	<u>1</u> 7
		Math	9
		English	9
		Drama	•
	-	Family Consumer Science	7 thru 9
	ļ	Biology	10
		Pre-Algebra	9
		Health	8
		Elem Education	4 thru 6
Stevenson-Carson	1 1	Choir	9 thru 12
Sultan	2	Humanities	7
		Basic/Pre/Integrated Math	9 thru 12
Sumner	6	5/6 Curriculum	5 thru 6
		Librarian	K-6
		Pre-Algebra	9
		Social Studies	7
		Fitness/Health	10 thru 12
		Tech Elective	7 thru 9
Sunnyside	2	Special Education	9 thru 12
		Dev. Pre-School	Pre-Schl
Tacoma	18	Special Education	K-5
		Special Education	K-8
		Special Education	K-5
		Science	6 thru 8
		Library	Alt HS
		Special Education	9 thru 12
		ESL	6 thru 8
		Special Education	9 thru 12
	1	Special Education	9 thru 12
		Sci/LA/Reading	6 thru 8
	_	4th grade curriculum	4 grade
	+	Science	9 thru 12
		Spanish	10 thru 12
		Special Education	8
		PE/Health/Study Skills	9 thru 12
		Earth Science	9 thru 12
		Special Education	K-5
		2nd Grade Curriculum	2
T	 		9 thru 12
Tenino	2	Social Studies	j Junu IZ

	School	s Subject	Grade
and the second	Year	Area(s)	Level(s)
District	2001-02	I Ada I	7 thru 8
Tonasket	1 1	Language Arts	Preschl
Toppenish	4	Special Education	Prescrii 7
		Lang Arts/Read/Soc Studies	
		Special Education	6 thru 8
		Special Education	1 thru 2
Trout Lake	1	Language Arts	7 thru 8
Tumwater	2	Japanese	HS
		Math	6
Valley	3	Sci/PE/Math	6 thru 8
		Multiage Classroom	4 thru 5
		Math	6 thru 8
Vashon Island	5	Drama	9 thru 12
	,	Journalism	9 thru 12
		Special Education	Elem
		Librarian	K-5
		Dance	9 thru 12
Warden	1	Special Education	MS
Washougal	7	Math	7
		Math	8
		Language Arts	7
		Math	9 thru 12
		Math	9 thru 12
		Special Education	6 thru 8
		Special Education	K-5
Waterville	1	Spanish	9 thru 12
Wellpinit	1	Math/SS/LA/Sci/Read	7 and 8
White Pass	 	Algebra	9 thru 11
White River	1 1	Physical Science	9 and 10
Yakima	3	Special Education	9 and 10
	- 	Special Education	K-5
		Special Education	9 thru 11
Yelm	2	Special Education	9 thru 12
		Special Education	9 thru 12
	1	Science	9 9
Zillah			3
Totals	308	349 Subject Areas Waived	L

Report As of March 2003

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Out-of-Endorsement Waiver Assignments On a Case-by-Case Basis Approved by the State Board of Education

(WAC 180-82-135)

At the January 2001 State Board of Education meeting, the Board adopted SBE Policy WAC 180-82-135 Assignment Waivers. (See attached)

State Board rules cannot cover every conceivable assignment/endorsement scenario faced by schools in matching personnel to staffing needs. In the long term, modifying the broad area endorsements could assist schools. However, it was suggested for the short term, to allow case-by-case waivers as an option to respond to urgent and unique assignment situations.

As teachers with the Standard Certificate, who have been teaching multiple subject areas retire or leave the profession, schools are often challenged with replacement teachers with the appropriate endorsements to fit teaching assignments. Also, as districts move to integrated curriculum, the endorsements do not always fit the need. Rural districts are especially challenged where there is less of a pool of potential candidates.

It should be noted that the Washington State Personnel Association board discussed this issue and was not opposed to these waivers as long as each one was judiciously considered. The State Board staff closely examines each request.

Each petition must include:

Teacher's name and certificate number
Type of certificate
Endorsements
Teaching assignment and length of assignment
A plan of assistance for such assigned teacher
Approval signatures from teacher, superintendent, and local school board chair

A letter of approval/denial is then sent from the State Board of Education to the school district superintendent. See attached list of waivers from WAC 180-82-135 for school years 2000-2001 through March 2003.

Out-of-Endorsement Waiver Assignments Approved by the State Board of Education On a Case-by-Case Basis

2000-2001 School Year

School District

Assignment

Aberdeen Othello Prosser Alternative School
Alternative School

Prosser Quinault Lake Early Childhood/Special Education

Physical Education

2001-2002 School Year

School District

Assignment

Blaine

Math

Blaine

Kindergarten/First Grade

Chewelah

Special Education

Federal Way

Six teachers at Truman High School

(Alternative School – See waiver for Alternative High School Graduation

Requirements)

Morton Ocean Beach English History

Seattle

Computer Specialist

Seattle

7th Grade Humanities

Math

Tumwater Washougal Yelm Japanese Math/PE Counseling

Special Education

Out-of-Endorsement Waiver Assignments Approved by the State Board of Education On a Case-by-Case Basis

2002-2003 School Year

School District	Assignment
Bellevue	ESL
Blaine	Kindergarten/First Grade
Camas	English
Chewelah	English
Enumclaw	6 teachers at Enumclaw Adventure
	School
Everett	Earth Science
Grand Coulee	Spanish I and II
Granite Falls	.5 Kindergarten
Kennewick	ESL
Kennewick	Physics
Morton	Life Skills Resource Room
Naches Valley	Physical Education
Northwest ESD 189	Secondary General Education
Skagit Learning Center	
Ocean Beach	Keyboarding, Computers, Math
Othello	ESL
Richland	Second Grade
San Juan	Science
Steilacoom	.5 Special Education
Tumwater	Japanese
Wahiakum	Social Studies
Wilbur	Spanish I and II and Pacific NW
	History
Wishram	Science, Math, and Shop
Yelm	Special Education

ENDORSEMENT -RELATED ASSIGNMENTS

This chart is created based several assumptions:

- 1. Related-endorsement assignments are based on competencies identified for the respective endorsement;
- 2. Districts will assess the level of preparation in the content area(s) prior to making the assignment(s);
- 3. Teachers will be evaluated annually for all endorsement-related assignments; and
- 4. Assignment preference will be given to teachers fully endorsed in a content area.

Endorsement	May Be Assigned to Teach Courses with Content Related to:
English/Language arts	Literature (history, theory, elements) Language acquisition and development History of English language Grammar; Speech Creative writing/composition Reading Journalism Poetry Technical writing Media Drama
ESL	English composition and grammar Linguistics
History	Political science Geography Civics

Endorsement	May Be Assigned to Teach Courses with Content Related to:
Science	Integrated science
	Physical science
	Life science
	Biology
	Chemistry
	Physics
	Earth science
	Environmental science/Ecology
	General mathematics
	Pre-Algebra
	Algebra
	Pre-Calculus
	Calculus
	Astronomy
	Meteorology
	Oceanography
	Geology
Agriculture Education	Environmental science
	Horticultural science
Family and Consumer Sciences	Nutrition
Business Education	Information Technology
	Network systems
	Technical writing
	Web development
	Digital media
Visual Arts	Computer graphics

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Endorsement	May Be Assigned to Teach Courses with Content Related to:
Designated Science: Biology	Life science Nutrition General mathematics
	May Be Assigned to Teach Courses with Content Related to: Life science Nutrition General mathematics Pre-Algebra Algebra Integrated sciences (incorporation of other sciences with biology) Environmental science
Designated Science: Chemistry	Basic mathematics Pre-Algebra Algebra
•	Pre-Calculus Calculus Safety, storage, disposal of hazardous waste
	products Integrated sciences (incorporation of other sciences with chemistry)
	Basic physics Genetics Physical science Environmental science
Designated Science: Earth Science	Basic mathematics Pre-Algebra
	Algebra Geology
	Oceanography Environmental science
	Meteorology Astronomy

Endorsement	May Be Assigned to Teach Courses with Content Related to: Basic mathematics Pre-Algebra Algebra Pre-Calculus Calculus Environmental science History Geography Political science Sociology
Designated Science: Physics	Basic mathematics
Doorginated Colonical Injure	Pre-Algebra
	Algebra
	Pre-Calculus Calculus
	Environmental science
ocial Studies	History
odai otadioo	Geography
	Political science
	Sociology
	Economics
	Anthropology
	Civics
	Psychology
Middle Level Humanities	Social Studies
	History
	Geograph
	Civics
	Economics
	English
	Language Arts
	Political Science
	Anthropology
	Sociology
*	Psychology
	Literature
	Reading
	Journalism
	Technical writing
	Media
	Speech

Endorsement	May Be Assigned to Teach Courses with Content Related to:
Health/Fitness	Anatomy and Physiology
	Nutrition
	Safety/ First Aid/ CPR
	Disease Prevention
	Substance Abuse
	Family Life
·	Human Sexuality
·	Adaptive PE

WAC 180-82-105 Assignment of classroom teachers within districts. In addition to holding teaching permits or certificates as required by WAC 180-16-220(2), the assignment of classroom teachers in the basic program of education shall comply with the following:

(1) Classroom teachers with standard or unendorsed continuing teacher certificates may be assigned

to any grade or subject areas for which certification is required.

(2) Classroom teachers with initial, residency, endorsed continuing, or professional teacher certificates may be assigned only to the specified grades and specified subject areas stated as endorsements upon their respective certificates or permits.

(3) Classroom teachers with initial, residency, endorsed continuing, or professional teacher certificates who have an elementary education endorsement may be assigned to teach any subject in

grades K-8.

- (4) Any certificated teacher who has completed twenty-four quarter hours (sixteen semester hours) of academic study in a content area that will be offered in grades four through nine may be assigned to that course even if the teacher does not hold an endorsement in that area.
- (5) Any certificated teacher may be assigned to a middle school or junior high school block program, which for the purpose of this section shall be defined as the same teacher assigned to teach two or more subject areas to the same group of students, if the teacher has an endorsement in one of the subject areas and has completed or will complete within one year nine quarter hours in each of the other subject areas.
- (6) Upon determination by school districts that teachers have the competencies to be effective teachers in alternative settings, individuals with initial, residency, endorsed continuing, or professional teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to teach in alternative schools.
- (7) Any certificated teacher may be assigned to courses offered in basic education subject areas not included with the list of endorsements specified in WAC 180-82-202.
- (8) Any certificated teacher may be assigned to serve as a substitute classroom teacher at any grade level or in any subject area for a period not to exceed thirty consecutive school days in any one
- (9) Any certificated person holding a limited certificate as specified in WAC 180-79A-230 or a career and technical education certificate as specified in chapter 180-77 WAC may be assigned as per the provisions of such section or chapter.
- (10) If a teacher is assigned to provide special education, then the district must also comply with WAC 392-172-200 and 392-172-202.
- (11) For the purpose of this section, the term "specified subject areas" shall mean courses or classes with the same subject area title as specified by the classroom teachers endorsement and courses or classes which the board of directors of the district determines to substantially include the same subject area as the endorsement--e.g., a classroom teacher with a health endorsement may be assigned to any course, regardless of course title, which substantially includes health as the subject area.
- (12) Exceptions to the assignment requirements of subsection (1) of this section must comply with WAC 180-82-110.
- (13) School district compliance with this section shall be subject to the state staff review process specified in WAC 180-16-195(2).

[Statutory Authority: RCW 28A.410.010. 02-18-038, § 180-82-105, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) through (4). 02-04-018, § 180-82-105, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-105, filed 1/21/99, effective 2/21/99.]

WAC 180-82-110 Exceptions to classroom teacher assignment policy. Exceptions to the classroom teacher assignment policy specified in WAC 180-82-105 shall be limited to the following:

- (1) Upon determination by school districts that teachers have the competencies to be effective teachers in areas other than their endorsed areas, individuals with initial, residency, endorsed continuing, or professional teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to classes other than in their areas of endorsement. If teachers are so assigned, the following shall apply:
- (a) A designated representative of the district and any such teacher so assigned shall mutually develop a written plan which provides for necessary assistance to the teacher, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment;
- (b) Such teachers shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments;
- (c) Such teaching assignments shall be approved by a formal vote of the local school board for each teacher so assigned; and
- (d) The assignment of such teachers for the previous school year shall be reported annually to the state board of education by the employing school district as required by WAC 180-16-195. Included in the report shall be the number of teachers in out-of-endorsement assignments and the specific assistance being given to the teachers.
- (2) Teachers with initial, residency, endorsed continuing, or professional teacher certificates who have not completed provisional status with a school district under RCW <u>28A.405.220</u> may be assigned to one out-of-endorsement assignment for a maximum of two periods (not more than forty percent full-time equivalent) a day. Conditions described in subsection (1)(a) through (d) of this section shall apply to teachers so assigned.
- (3) After August 31, 2000, a teacher who has completed twenty-four quarter credit hours (sixteen semester credit hours) of course work applicable to a special education endorsement shall be eligible for a waiver from the special education office which will allow that person to be employed as a special education teacher. All remaining requirements shall be completed within five years of service as a special education teacher. Teachers who hold certificates endorsed in special education or who have received waivers from the special education office prior to September 1, 2000, shall not be affected by the requirements of this subsection.

[Statutory Authority: RCW 28A.410.010. 03-04-023, § 180-82-110, filed 1/27/03, effective 2/27/03. Statutory Authority: RCW 28A.150.220(4), 28A.305.130(1), 28A.410.018. 00-18-063, § 180-82-110, filed 9/1/00, effective 10/2/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). 99-04-008, § 180-82-110, filed 1/21/99, effective 2/21/99.]

WAC 180-82-135 Assignment waivers. On a case-by-case basis, the state board of education may waive the provisions of WAC 180-82-105 through 180-82-130 upon written application by a school district board of directors. The application shall detail the rationale for the waiver request. The waiver may be granted subject to any conditions and stipulations as the state board determines.

[Statutory Authority: RCW 28A.305.130. 01-04-020, § 180-82-135, filed 1/29/01, effective 3/1/01.]

Alternative High School Graduation Requirements

(WAC 180-18-055)

In June 1999, the State Board of Education adopted SBE Policy WAC 180-18-055 Alternative High School Graduation Requirements. (See attached)

In order to facilitate the transition from a time and credit-based system of education to a standards and performance-based system and encourage local innovation, the State Board of Education allowed school districts the opportunity to apply for waivers from graduation requirements listed in Chapter 180-51 WAC.

In August 1999, the SBE approved a waiver from the Arlington School District to allow Arlington High School and Weston High School to replace Washington State History and Government with increased requirements in United States and World History, Geography and Government. Additionally, Arlington requested that their home school program, Stillaguamish Valley School, be granted the same opportunity in order to keep the graduation requirements consistent throughout the school district. This waiver was approved for school years 1999-2000 through 2002-2003.

Arlington School District has been focusing middle school and high school social studies requirements on world and United States history and geography, along with contemporary world issues and government. It was the school district's K-12 social studies committee's recommendation, with concurrence of the district curriculum coordinating council and the school board, that Washington State geography and history be folded, as appropriate, into United States, World, and Pacific Rim studies. The integration of Washington State History into these classes has provided a more in-depth, meaningful approach to learning.

Arlington was originally granted this waiver through the E2SHB 1303 waiver process – sometimes referred to as the "Principal Empowerment Bill." The duration of that waiver was from September 1997 through June 1999. During the 1999 Legislative Session, funding was not renewed for this bill. At that point in time, the SBE provided a mechanism for alternative high school graduation requirements to bridge that gap for schools.

Arlington is requesting to renew their waiver at the March 2003 SBE meeting.

Attachment

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- WAC 180-18-055 Alternative high school graduation requirements. (1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.
- (2) A school district or high school, with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.
- (3) The state board of education may grant the waiver for a period up to four school years, or until any new graduation requirements the state board of education may adopt take effect, whichever comes first.
- (4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:
 - (a) Identification of the requirements of chapter 180-51 WAC to be waived;
- (b) Specific standards for increased student learning that the district or school expects to achieve;
- (c) How the district or school plans to achieve the higher standards, including timelines for implementation;
 - (d) How the district or school plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;
- (f) Evidence that students, parents, and citizens were involved in developing the plan; and
 - (g) Identification of the school years subject to the waiver.
- (5) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:
 - (a) The school has clear expectations for student learning;
 - (b) The graduation rate of the high school for the last three school years;
- (c) Any follow-up employment data for the high school's graduate for the last three years;
 - (d) The college admission rate of the school's graduates the last three school years;
 - (e) Use of student portfolios to document student learning;
 - (f) Student scores on the state eleventh grade test the last three school years;
 - (g) Student scores on the secondary Washington assessment of student learning;
 - (h) The level and types of parent involvement at the school;
 - (i) The school's annual performance report the last three school years; and
- (j) The level of student, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.
- (6) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate

institution.

(7) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to college in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any waiver granted under this

section.

(9) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(10) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the

progress and effects of implementing the waiver.

[Statutory Authority: RCW <u>28A.230.090</u>, <u>28A.305.140</u> and <u>28A.600.010</u>. 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

High School Credit Awarded on the Basis of Competencies

(WAC 180-51-050)

A school district or high school may apply to the State Board of Education for a waiver from one or more of the requirements of Chapter 51 WAC. The State Board of Education may grant the waiver for a period of up to four school years.

At the August 2001 SBE meeting, the Board approved a waiver from WAC 180-18-055. This waiver was granted to the Federal Way School District for Truman High School for the 2001-2002 through 2004-2005 school years.

Harry S. Truman High School is an alternative high school located in the suburban community of Federal Way that has redesigned their educational program and submitted a proposal to replace credit accumulation and the Carnegie unit as a means of determining academic achievement for graduation. This proposal provides a system of assessment that requires students to demonstrate proficiencies as outlined by the Washington State Essential Academic Learning Requirements and the District Course Expectations. A series of academic student learning plans, community mentors, strong academic advisors/instructors, and parental guidance are part of the newly developed model.

This waiver was granted with the understanding that the State Board of Education will affirm that students who graduate under alternative graduation requirements have, in fact, completed state requirements for high school graduation in a non-traditional program. Truman High School will report annually to the State Board of Education on the progress and effects of implementing the waiver.

Truman High School received a Gates Washington State Achievers School Grant that will provide funds for school program redesign efforts and ten years of scholarship opportunities for students. A new school building is being designed and will be ready for occupancy by fall 2003.

Truman High School is also on a balanced-learning calendar. The first day of school is September 5 and graduation is July 24.

Other schools are examining the "Truman model" and are working with their districts and staff to create potential unique working models for their individual schools. It is anticipated that this waiver opportunity will be replicated by other schools in Washington State as education reform efforts move to a performance-based system.

Castle Rock High School, in order to support the granting of credit by an optional method, has developed and implemented the Challenge Test Policy in compliance with WAC 180-51-050 (1) (b).

Attachment

WAC 180-51-050 High school credit — Definition. As used in this chapter the term "high school credit" shall mean:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):
 - (a) One hundred fifty hours of planned instructional activities approved by the district; or
- (b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.
- (2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.
- (3) Community college high school completion program Diploma awarded by community college. Five quarter or three semester hours of community college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program.
- (4) Community college high school completion program Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program.
- (5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.
- (6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.
- (7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

[Statutory Authority: RCW <u>28A.230.090</u>. 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW <u>28A.230.090</u> and <u>28A.305.130</u>. 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW <u>28A.230.090</u>, <u>28A.305.130</u> and 1994 c <u>222</u>. 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW <u>28A.230.090(1)</u> and <u>28A.305.130</u> (8) and (9). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW <u>28A.230.090</u>. 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW <u>28A.05.060</u>. 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter <u>28A.05</u> RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

Substantial Lack of Classroom Space

(WAC 180-16-225)

Under State Board of Education Policy WAC 180-16-225, a waiver is available when districts are unable to comply with one or more of the basic education allocation entitlement requirements due to lack of classroom space.

To date, no petitions have been submitted for this waiver option.

WAC 180-16-225 Waiver -- Substantial lack of classroom space -- Grounds and procedure. (1) Grounds. The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC 180-16-200 through 180-16-220(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate at least that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental, to enable the district to comply with the referenced entitlement requirements.

- (2) Waiver procedure. In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than thirty days prior to either:
- (a) The state board of education meeting immediately preceding commencement of the school year; or
- (b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.

A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied.

(3) Nonwaiverable requirements. The certification, including endorsement, and the student learning objectives requirements set forth in WAC 180-16-220 (2) and (3) may not be waived for any reason.

[Statutory Authority: RCW <u>28A.58.754</u>(6). 86-13-015 (Order 5-86), § 180-16-225, filed 6/10/86; 84-11-043 (Order 2-84), § 180-16-225, filed 5/17/84. Statutory Authority: RCW <u>28A.04.120</u>. 83-13-002 (Order 3-83), § 180-16-225, filed 6/2/83; 80-06-093 (Order 7-80), § 180-16-225, filed 5/29/80. Statutory Authority: RCW <u>28A.41.130</u> and <u>28A.58.754</u>. 78-06-097 (Order 3-78), § 180-16-225, filed 6/5/78.]

Balanced Learning Improvement Calendars

(WAC 180-27-505)

Balanced learning educational calendars (sometimes referred to as modified, balanced, continuous, or year-round education) move students from a traditional school year, with an extended summer break, to a time frame with shortened periods of time away from learning. This is a concept that reorganizes the school year so that the standard instructional period is distributed throughout the year with regularly scheduled breaks or vacations interspersed. Educational instruction and vacations are organized into smaller segments and spaced throughout the year for more continuous learning and more frequent breaks.

As communities and school districts evaluate balanced learning education, the purpose should be in terms of supporting increased student learning, needs and expectations of students, families, staff, and community members. Rethinking the school calendar provides the opportunity to improve curriculum and outstanding programs, and create intersessions and other supplementary learning opportunities with a supportive learning environment for all students.

Several years ago the State Board of Education made balanced learning calendars one of their strategic intentions to support. A number of schools in Washington State are exploring different calendars and schedules to meet the educational needs of their students. The community, through its elected school board, makes the final decision to change a school calendar.

Currently, the only incentive from the State for schools to operate on a continuous learning calendar is found in WAC 180-27-505(4) State Assistance – Priorities after June 30, 1992. In short, a district's proposed facility project can qualify for additional priority points if a balanced calendar will be implemented in the school. (See attached.) Also, attached is a list of school and districts in Washington State currently using balanced learning calendars. A glossary of commonly used terms regarding year-round education is also attached.

Listed below are three generally accepted definitions of continuous learning calendars:

- An <u>extended school year</u> requires students to attend school more than the current 180 days;
- A <u>continuous learning calendar</u> requires students to attend school for 180 days, but those days would be spread out over more of the 12-month year; for example, students would be in school 45 days and out 15; and
- A <u>multiple track continuous learning student calendar requires</u> students to be divided into tracks. The school buildings would be used "year-round" with students attending different sessions.

Page Two
Balanced Learning Calendars

Several bills have been introduced in the Legislature; however, to date none of them have been successful. In the 2002 Regular Session, SB 6662 would have allowed the Superintendent of Public Instruction, in consultation with the State Board of Education, to award planning grants to schools or school districts seeking to develop and implement "balanced student achievement calendars."

During the 2002 and 2003 Legislative Sessions, the State Board of Education and the Superintendent of Public Instruction supported bills (introduced by the Joint Committee on Pension Policy {JCPP}) to support teachers retiring from schools on a continuous-learning calendar.

The challenge teachers are facing in retiring from schools on a continuous-learning calendar is that the fiscal retirement year ends June 30 and the typical continuous-learning school calendar extends beyond that date, usually ending in July. Current Chapter 415-04 WAC puts the retiree from a year-round calendar at a disadvantage in determining retirement entitlement. Teachers are impacted negatively in perpetuity by the average final compensation (AFC) because the last month of service is not within the July 1 to June 30 AFC period.

As of the writing of this report, HB 1199 passed out of the House (Third Reading) 94 yeas, 0 nays, 0 absent, 4 excused. - March 13, 2003.

Additional resources for balanced-learning calendars include the Northwest Consortium for the Study of Time and Learning. Another resource for balanced-learning education is the National Association for Year-Round Education, P.O. Box 711386, San Diego, CA 92171-1386 (619) 276-5296 FAX (619) 276-5754, website www.NAYRE.org.

Attachments

Schools With Modified Calendars in Washington State (To view the schools calendar, click on the appropriate School name. Calendars are in .pdf format. Get a pdf reader)

<u>District</u>	<u>School</u>	<u>Phone</u>	Start Date
<u>Aberdeen</u>	A. J. West Elementary (P-6)	360-538-2130	fall of 1993-94 school year
<u>Edmonds</u>	Cedar Way Elementary (K-8)	425-670-7864	fall of 1994-95 school year
<u>Edmonds</u>	Evergreen Elementary (K-6)	425-670-7874	fall of 1994-95 school year
East Valley (Spokane)	Continuous Curriculum (k-8)	509-927-9501	fall of 1997-98 school year
Federal Way	Sunnycrest Elementary (K-6)	253-945-4100	fall of 1994-95 school year
Federal Way	Illahee Junior High School (7-9)	253- 9 45-4600	fall of 1993-94 school year
Federal Way	Harry S. Truman High School (10-12)	253-945-5800	fall of 1994-95 school year
<u>Kelso</u>	Wallace Elementary (K-6)	360-501-1650	fall of 1993-94 school year
Longview	Broadway Preschool (Includes St.Helens kindergarten students)	360-575-7429	fall of 1994-95 school year
<u>Longview</u>	St. Helens Elementary (K-5)	360-575-7362	fall of 1989-90 school year as pilot program in 1st and 2nd grade. 1990-91 school year added the rest of the school.
<u>Seattle</u>	T.T. Minor Elementary(K-5)	206-252-3230	fall of 2001-2002 school year
<u>Seattle</u>	Thurgood Marshall (K-5)	206-252-2800	fall of 2002-2003 school year
Union Gap (K-8)	Entire District	509-248-3966	fall of 1994-95 school year
Washougal	Entire District	360-954-3041	fall of 1991-92 school year
<u>Yakima</u>	Garfield Elementary (K-5) 509-573-5700	509-573-7000	fall of 1999-2000 school year
	Barg-Lincoln Elementary (K-5)	509-573-5200	fall of 2002-03 school year
	Discovery Lab School	509-573-5400	fall of 2002-03 school year
Approximate Enroliment: 8,000 2/03/03			

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WAC 180-27-505 State assistance – Common priority elements. The four priority elements that are common to all projects are as follows:

(1) Type of space - Ten possible points. In this element the net assignable square feet (NASF) of a project are identified by planned space inventory category. Category One is space used for scheduled instruction and libraries (classrooms, laboratories, PE teaching space, libraries, and learning resource centers). Category Two is space used in support of instruction (assembly, student services, office space, and classroom/lab service and support). Category Three space is cafeteria/food service, spectator seating, covered play areas, and general support space. The formula for determining points prorates the NASF with weightings of ten for Category One, seven for Category Two, and four for Category Three as shown below.

NASF of Category One	X	10 points= X
NASF of Category Two	X	7 points= X
NASF of Category Three	X	4 points= X

Then: The sum of X divided by the sum of NASF equals points.

(2) Local priority - Five points. For this element, five maximum points are awarded to the district's first priority project. Each priority from there has one point deducted from it, to a minimum of zero points awarded.

(3) Joint funding - Five possible points. A binding agreement between the school district and another governmental entity for the joint financing of new construction or modernization of space which is not otherwise eligible for state assistance.

Total Project Cost	Required Joint Funding
Up to \$1,000,000	25% of total project
	cost
Between \$1,000,000 and \$ 2,000,000	\$275,000
Between \$2,000,000 and \$ 3,000,000	\$300,000
Between \$3,000,000 and \$ 4,000,000	\$325,000
Between \$4,000,000 and \$ 5,000,000	\$350,000
Between \$5,000,000 and \$ 6,000,000	\$375,000
Between \$6,000,000 and \$ 7,000,000	\$400,000
Between \$7,000,000 and \$ 8,000,000	\$425,000 .
Between \$8,000,000 and \$ 9,000,000	\$450,000
Between \$9,000,000 and	\$475,000

K

\$10,000,000 \$10,000,000 and over \$500,000

(4) Modified calendar or schedule - Five possible points. For this element, up to five points utilizing the table below will be awarded to a project in a district which has adopted a modified school calendar or schedule that enables more students to use school buildings each year over what current state capacity standards at WAC 180-27-035 recognize for state assistance purposes. The modified calendar or schedule shall utilize either extended school day or additional days for instruction in the year. The enrollment percentage shall be calculated on the same grade span groupings as for eligibility in WAC 180-27-050. For the purpose of this subsection, the enrollment shall include all students enrolled at the facility as opposed to only those students in attendance.

Enrollment Percentage Increase Over Capacity	Priority Points
20 to above	5
16 to 19.9	4
12 to 15.9	3
8 to 11.9	2
4 to 7.9	1
Below 4	0

The scores for this group of elements will be determined after district compliance with the requirements of WAC 180-29-107.

[Statutory Authority: RCW <u>28A.525.020</u>. <u>98-19-143</u>, § <u>180-27-505</u>, filed <u>9/23/98</u>, effective <u>10/24/98</u>. Statutory Authority: RCW <u>28A.525.020</u> and <u>1993</u> [1992] c <u>233</u> § <u>24</u> (8)(e). <u>93-04-019</u>, § <u>180-27-505</u>, filed <u>1/26/93</u>, effective <u>2/26/93</u>. Statutory Authority: RCW <u>28A.525.020</u> and <u>1992</u> c <u>233</u> § <u>24</u>(8). <u>92-16-058</u>, § <u>180-27-505</u>, filed <u>8/3/92</u>, effective <u>9/3/92</u>.]

Year-Round Education Glossary

Year-Round Education: Year-round education embodies the philosophy that learning is continuous throughout the year. To carry out this philosophy, the school year is reconceptualized to include two features: 1) the schedule is reorganized so that learning is more continuous throughout the year and 2) the long summer vacation on the nine-month calendar is reduced to some degree. While year-round education utilizes an alternative schedule for learning, it is not an alternative curriculum for learning. Students attending a year-round school go to the same types of classes and usually receive the same amount of instruction—generally 180 days per academic year—as students attending nine-month calendar schools. Some year-round schools utilize an extended year calendar. The year-round calendar is organized into instructional blocks and vacation periods that are more evenly distributed across a 12-month calendar year.

Block Schedules: At the secondary level, extending the traditional 50-60 minute period so that there is a longer period of time provided for some or for all classes.

Concept 6: A multi-track schedule which divides the year into six equal parts and provides 16 continuous weeks of instruction followed by eight weeks of vacation. This cycle is repeated twice during the year. The students enrolled in a school utilizing this schedule are divided into three groups (tracks, cycles) each with a distinct schedule of school days. Since this calendar uses fewer than 180 days, an extended school day is utilized in order to meet a state's required number of instructional minutes.

Concept 6 Modified: A schedule providing eight weeks of instruction followed by four weeks of vacation. This cycle is repeated four times during the year. The students enrolled in a school are divided into three groups (tracks, cycles), each with a distinct schedule of school days.

Concurrent Education Classes: Classes are scheduled at various times during and outside of the regular school day, taught by and funded through an Adult or similar school operations.

Continuous School Year: Any plan for school operation in which the school site is used during the entire year. This is a synonymous term for year-round education.

Cross Tracking: This occurs when a teacher teaches or a student takes classes on more than one track. Through the use of cross-tracking, advanced academic offerings such as physics, calculus, AP Spanish literature, etc., are available to students on any track. Classes are considered cross-tracked when they have enrollment from two or more racks at the same time. Students are considered cross-tracked when they enroll in one or more classes on a track different from their initially-assigned track.

Extended Contracts: In multi-track YRE, extended contracts may afford some staff members the option of teaching more days, thus extending the school year well beyond the normal 180-day contract. Contracts can be flexible to meet the needs of the school as well as the needs of the teacher. (This is a popular option for many teachers who prefer not to look for summer jobs outside their profession.)

Extended School Year: A school is considered to have an extended year when it offers more than 180 instructional days (full days). Some schools lengthen the existing school year by an additional 20 or more days. Some schools utilize the reorganized school year to achieve an extended year by inviting students, on an optional basis, to attend full-day intersession classes, thereby achieving an extended year of 200-245 days.

Feeder Blocks: A technique for organizing tracks (groups, cycles) in a geographical system.

Flex Teacher: A teacher's work-year calendar may be modified or extended in order to service students scheduled on different tracks (groups, cycles).

Forty-Five Fifteen (45/15): A schedule providing 45 days of school instruction followed by 15 days of vacation or off-session time, a pattern repeated four times each year. (45 days x 4 sessions = 180 instructional days.)

Intersession: Literally, the time between sessions. The time between the operation of tracks when educational experiences may be designed and implemented to meet student needs for remediation, acceleration, and enrichment or to provide classes for credit under summer school funding. Intersession is sometimes referred to as summer school rescheduled, reorganized, and restructured.

Mester (Term): Each of the instructional blocks is referred to as a mester. For example, on a three-track calendar, two mesters are the equivalent of a semester in a nine-month calendar schedule of providing 90 days of school instruction followed by 30 days of vacation school; students and teachers are on-site for two consecutive mesters followed by a vacation of one mester. On a four-track, 45/15 calendar, two mesters (quarters) equate to the nine-month calendar semerster.

Multi-Track: Students and their teachers are arranged into different tracks (groups, cycles), with staggered instructional blocks and vacation periods. While one group is on vacation, another group can use the classroom space, thereby allowing for an increase in the capacity of the school. For example, depending on the actual calendar used, students and their teachers may be divided into four tracks. At any one time, three of these tracks, or three quarters of a school's students/teachers, will be in school, while one group, or one quarter of a school's students/teachers will be on vacation. As the capacity of a school site is increased on a multi-track system, there is the probability of a corresponding facility-related cost efficiency.

Ninety/Thirty (90/30): A time, repeated two times during the school year. Students may be on a like schedule (single-track) or can be divided into four groups, each with a distinct schedule of school days (multi-track).

Off-Track: A period of vacation; time spent out of the instructional session.

On-Track: The days students and teachers are in school.

Off-Track Scheduling: Students are allowed to enroll in a class which is operating but not on their track. The student gives up vacation time to attend these classes. (Compare with cross-tracking.)

Single-Track: All students and teachers in the school attend classes and have vacations on the same schedule.

Track: An organized sequence of days in school and on vacation to which a student or teacher has requested assignment or is assigned.

Remote and Necessary Schools In Washington State

(WACs 180-24-400, 180-24-410, and 180-24-415)

In November of 1994, a Remote and Necessary Task Force was established by the State Board of Education to clarify the unwritten policies and procedures for the designation of small school plants as remote and necessary. As a result of the work of that task force, the State Board of Education adopted Chapter 180-24 in September 1995.

The state operating budget allocates funds to small school plants evaluated as remote and necessary by the State Board of Education.

Currently there are ten remote and necessary schools in Washington State representing nine school districts. See attached list of schools and locations.

Note that Beaver Valley Elementary School in the Cascade School District replaced the Winton Elementary School at the opening of the 2001-2002 school year. The Kennewick School Board closed Plymouth Elementary School June 15, 2001. Maple Falls Elementary School in the Mt. Baker School District was officially removed from the remote and necessary school site list by the State Board of Education October 25, 2000.

At the March 2003 meeting, the State Board of Education will make a decision regarding a remote and necessary application from Anacortes School District for the Secret Harbor School on Cypress Island.

Attachments

Remote and Necessary School Sites (As of February 2003)

School	School District	Superintendent
Anderson Island K-5	Steilacoom Pierce County	Art Himmler
Beach K-6	Ferndale Whatcom County	Roger Lehnert
Beaver Valley K-4 (This school replaced the Winton	Cascade Chelan County Elementary School September 2001	Howard Cook
Decatur K-8	Lopez Island San Juan County	Larry Johnson
Harriet Taylor K-5	Steilacoom Pierce County	Art Himmler
Holden Village K-12	Lake Chelan Chelan County	Jim Busey
Point Roberts Primary	Blaine Whatcom County	Gordon Dolman
Stuart K-8	San Juan San Juan County	Michael Soltman
Waldron K-8	Orcas Island San Juan County	Barry Acker
Yale K-5	Woodland Cowlitz County	William Hundley

Maple Falls (Mount Baker School District) was removed from the official remote and necessary school site list by the State Board of Education October 25, 2000.

Plymouth Elementary School (Kennewick School District) was removed from the official remote and necessary school site list by the State Board of Education August 23, 2002. Plymouth was closed June 15, 2001.

pe February 2003

Remote and Necessary Committee

Name	Organization Represented	Address	Phone	E-Mail
Linda Lamb	State Board of Education	3809 Boulevard Rd. SE Olympia, WA 98501	350-357-5068	lwlamb1@attbi.com
Roger Barron	Office of Supt. of Public Instr.	P.O. Box 47200 Olympia, WA 98504	360-725-6156	rbarron@ospi.wednet.edu
Mike Bigelow	Office of Supt. of Public Instr.	P.O. Box 47200 Olympia, WA 98504	360-725-6295	jpriddy@ospi.wednet.edu
Jodi Schmidt	WA State School Directors' Assoc.	P. O. Box 341 Shaw Island, WA 98286	360-468-3715	hschmidtexc@rockisland.com
John Kinnee	WA Assoc. of School Admin.	Conway School Dist. 19710 State Route 534 Mount Vernon, WA 98274	360-445-5785	jkinnee@conway.k12.wa.us
<u>Staff:</u>				
Pat Eirish	State Board of Education	Old Capitol Building P.O. Box 47206 Olympia WA 98504	360-725-6030	peirish@ospi.wednet.edu

February 2003

WAC 180-24-400 Remote and necessary small school plants -- Purpose and authority. (1) The purpose of WAC 180-24-400 through 180-24-420 is to establish policies and procedures to govern the classification of small school plants as remote and necessary.

(2) The authority for WAC 180-24-400 through 180-24-420 is the state Operating Appropriations Act which allocates funds to school districts for small school plants which have been judged by the state board of education to be remote and necessary.

[Statutory Authority: 1994 sp.s. c 6 § 502 (i)(e). 02-14-113, § 180-24-400, filed 7/2/02, effective 8/2/02; 95-20-055, § 180-24-400, filed 10/2/95, effective 11/2/95.]

WAC 180-24-410 Remote and necessary small school plants -- Criteria. (1) Decisions of the state board of education on granting remote and necessary status to small school plants within school districts shall be based on a finding that granting remote and necessary status is necessary to assure reasonable provision of a basic education program to students, including related services, equipment, materials and

supplies.

- (2) In making the finding under subsection (1) of this section, the state board of education shall consider, including but not limited to, the factors under (a) through (g) of this subsection. No single factor or combination of factors necessarily warrants granting or denying remote and necessary status. However, it shall be the policy of the state board of education to favor those requests which, in the board's judgment, meet the provisions of this section. "Favor" does not mean that the listed factors are necessarily exclusive. Additional factors and considerations may be included in a particular request. If there is a factual situation that falls outside the scope of all or a portion of the listed factors, the state board may consider the facts and reasons the additional factors or considerations support the request.
- (a) The student population to be served at the small school site, must meet the small school funding formula for remote and necessary school plants as provided in the Operating Appropriations Act. The grade span served at the small school site shall include the same levels for eligible students established by the district for other elementary, middle, or high schools of the district, and meet the educational needs of the population served by that small school plant.

(b) Existence of an intact, permanent community which is defined as a geographically site-specific,

nontransient group of people. This factor must be met.

(c) Transportation: Travel time to another school in the district, or school in another district, is not less than sixty minutes one way, or international boundary crossing processing time is unpredictable or lengthy or both.

(d) Transportation: Student safety from a small school site in the school district to another school in the district, or school in another district, may be at risk due to the condition of roads or waterways,

seasonal weather conditions, or topography.

- (e) Operational efficiency: Nonavailability of age appropriate grade level or cooperative programs in other school facilities in the district, or in the next nearest district or districts, or other educational organizations approved or recognized by the state board of education or the superintendent of public instruction.
- (3) At its discretion, the state board of education may use as guidance the applicable provisions of WAC 180-24-013, 180-24-016, and 180-24-017.

[Statutory Authority: 1994 c 6 § 502 (i)(e). 02-14-113, § 180-24-410, filed 7/2/02, effective 8/2/02. Statutory Authority: 1994 1st sp.s. c 6 § 502 (1)(e). 97-21-069, § 180-24-410, filed 10/15/97, effective 11/15/97. Statutory Authority: 1994 sp.s. c 6 § 502(i)(e). 95-20-055, § 180-24-410, filed 10/2/95, effective 11/2/95.]

WAC 180-24-415 Remote and necessary small school plants -- Review committee. (1) There is hereby established by the state board of education a remote and necessary review committee comprised of at least the following five members:

- (a) One member of the state board of education selected by the president of the board;
- (b) Two staff members from the office of the superintendent of public instruction, one who is knowledgeable about finance issues and one who is knowledgeable about curriculum issues, both selected by the state superintendent;
 - (c) One school director selected by the Washington State School Directors' Association;
- (d) One school district administrator selected by the Washington Association of School Administrators;
- (2) Vacancies on the review committee shall be filled by the person or organization responsible for appointments.
- (3) At the state board of education's discretion, other members may be added to the review committee.
- (4) It is the responsibility of the review committee to receive and review all applications from school districts requesting the state board of education to grant remote and necessary status to a small school plant located in the district. Following the review of applications, the review committee shall recommend to the state board whether such designation should be granted. Recommendations of the review committee shall be advisory only. The final determination rests solely with the state board of education.
- (5) Every small school plant with remote and necessary status beginning 1996, shall be reviewed every four years by the review committee and the state board. The review committee shall submit its findings and recommendations to the state board. The review committee may conduct the review on-site, with the number of members participating determined by the committee, or may conduct the review by other means as determined by the committee. The state board shall provide to the fiscal committees of the legislature in January of odd-numbered years a list of remote and necessary small school plants.
- (6) A small school plant shall lose its remote and necessary status if the number of students exceeds the enrollment requirements set forth in the state Operating Appropriations Act for three consecutive years. The loss of remote and necessary status shall take effect the immediate ensuing school year. If a small school site should lose its remote and necessary status, the local serving school district may continue to maintain and operate the school site. When the enrollment of such small school plant again meets the requirements of the state Operating Appropriations Act, the school district may apply to the state board of education for redesignation as a remote and necessary plant.
- (7) A small school plant shall lose its remote and necessary status if a local school district closes the small school plant. If the small school plant is reopened by the district, or a new small school plant is opened, the school district may apply to the state board of education for remote and necessary designation for the small school plant. If such designation is granted, the remote and necessary status shall take effect as determined by the state board of education.

[Statutory Authority: 1994 sp.s. c 6 § 502 (i)(e). 02-14-113, § 180-24-415, filed 7/2/02, effective 8/2/02. Statutory Authority: 1994 1st sp.s. c 6 § 502 (1)(e). 97-21-069, § 180-24-415, filed 10/15/97, effective 11/15/97. Statutory Authority: 1994 sp.s. c 6 § 502(i)(e). 95-20-055, § 180-24-415, filed 10/2/95, effective 11/2/95.]